Masters of Science in Nursing Handbook
Policies and Procedures

2018 - 19
January 2, 2019

Dear Graduate Students,

Welcome to the Alverno College JoAnn McGrath School of Nursing and Health Professions (SONHP) 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 Master of Science in Nursing Student Handbook, Policies, and Procedures*. Over time, faculty, students, and the Advising Department developed much of the content 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 SONHP, 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 *Building a Community of Learners: A Community Guide and Student Handbook 2017-18*. Conscious that things change continuously, please know that you are invited to contact the Director of Graduate Nursing Programs with suggestions for additions, deletions, or improvement. Together, we can keep this document both current and relevant.

Alverno 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. Our most important daily purpose, however, 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!

Diane Duffy, PhD, MSN, RN
Director of Graduate Nursing Programs
Professor of Nursing
## TABLE OF CONTENTS

I. Alverno College Mission 2

II. Overview of JoAnn McGrath School of Nursing & Health Professions 2

III. Overview of the Master of Science in Nursing Curriculum 2

   - Foundations of the Master of Science Curriculum 2
   - Outcomes of the Master of Science in Nursing (MSN) 4
   - Summary of Masters in Nursing Science Curriculum 5
   - Adult-Gerontology Acute Care Nurse Practitioner – AGACNP Curriculum 8
   - Adult-Gerontology Clinical Nurse Specialist – AGCNS Curriculum 11
   - Post Master’s Certificate Adult-Gerontology Clinical Nurse Specialist – PM-AGCNS Curriculum 16
   - Adult-Gerontology Primary Care Nurse Practitioner AGPCNP Curriculum 19
   - Post Master’s Certificate Adult-Gerontology Primary Care Nurse Practitioner – PM-AGPCNP Curriculum 24
   - Family Nurse Practitioner - FNP Curriculum 27
   - Post-Master’s Certificate Family Nurse Practitioner PM-FNP Curriculum 31
   - Psychiatric Mental Health Nurse Practitioner – PMHNP Curriculum 34
   - Post-Master’s Certificate Psychiatric Mental Health Nurse Practitioner – PM-PMHNP Curriculum 39
   - Capstone Project 42
   - Clinical Learning Center (CLC) 43
   - MSN Student Advising 43
   - Student Responsibilities 44
   - Effective Writing, Speaking and Social Interaction 44
   - Self-Monitoring 44
   - Engagement in MSN Learning Community 44

IV. MSN Policies and Procedures 45

   - Absence from Courses and Practica 45
   - Academic Misconduct 46
   - Access for Students with Disabilities 47
   - Cardiopulmonary Resuscitation Certification (CPR) 47
   - Caregiver Background Checks 48
   - Clinical Event/Error/Near Miss Reporting 49
   - Clinical Learning Center (CLC) 50
   - Confidentiality 51
   - Copyright and Fair Use 51
   - Dress Code 52
   - Dropping Courses 52
   - Drug Screening 53
   - Health Requirements 54
   - Practica 55
   - Professionalism 58
   - Professional Liability Insurance 58
   - Progression in the MSN Program 59
   - Responsibility for Contents of the MSN Student Handbook, Policies, and Procedures 61
   - Student Conflict Resolution 61
   - Text Book Orders 62
   - Use of Alverno College Technology 62

V. General Information - MSN Program Committee Structure 63

VI. Appendices 64

   - Criteria for Effective Writing – Appendix A 65
   - Criteria for Effective Speaking – Appendix B 67
   - Criteria for Effective Social Interaction – Appendix C 70
   - Health Insurance Coverage Form – Appendix D 71
   - MSN Student Preceptor Request Forms – Appendix E 72
   - MSN Practicum Goal Form – Appendix F 76
   - Professionalism Rubric – Appendix G 77
   - MSN Student Handbook, Policies, and Procedures Statement – Appendix H 78
I. ALVERNO COLLEGE

MISSION
Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and 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 and adult programs to both women and men.

II. OVERVIEW OF JOANN MCGRATH SCHOOL OF NURSING & HEALTH PROFESSIONS

MISSION
The mission of the JoAnn McGrath School of Nursing & Health Professions at Alverno College is to prepare proficient, devoted professionals who are grounded in science to promote the well-being of diverse populations in global communities. 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
The vision of the JoAnn McGrath School of Nursing & Health Professions is to develop professionals with global influence through innovative education.

PURPOSES
The purposes of the Graduate Nursing Program provide direction for the JoAnn McGrath School of Nursing & Health Professions 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 & Health Professions 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.
III. OVERVIEW OF MASTER OF SCIENCE IN NURSING CURRICULUM

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 supports students’ development of advanced knowledge and advance competence in the abilities that frame the undergraduate curriculum at Alverno College, namely Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement. Practicum experiences and didactic courses are designed to support the learner in applying selected abilities with individuals, families, and groups across the developmental lifespan and in diverse health care settings.

FOUNDATIONS OF THE MASTER OF SCIENCE CURRICULUM

Three American Nurses Association’s (ANA) (2015) documents espouse the basis for all nursing practice, and Alverno nursing faculty use these documents to underpin the curriculum, and structure its content and learning experiences:

- Nursing: Scope and Standards of Practice
- Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application

In addition, the following documents espouse standards, competencies, and criteria that specifically serve to ground the MSN curriculum:

- Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Commission on Collegiate Nursing Education [CCNE], 2018)
- Essentials of Masters Education in Nursing (American Association of Colleges of Nursing [AACN], 2011)

For the Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP), Adult–Gerontology Primary Care Nurse Practitioner (AGPCNP), Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) tracks and their respective Post- Master certificate program, the following standards have been incorporated within the curriculum:

- Standards of Practice for Nurse Practitioners (American Association of Nurse Practitioners [AANP], 2013)
- Nurse Practitioner Core Competencies Content (National Organization of Nurse Practitioner Faculties [NONPF], 2017)
- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2016)

For the Adult-Gerontology Clinical Nurse Specialist (AGCNS) track, the following standards have been incorporated within the AGCNS curriculum:

- Adult-Gerontology Clinical Nurse Specialist Competencies (American Association of Colleges of Nursing [AACN], 2010)
- Gerontology Nursing: Scope and Standards of Practice, 3rd edition (American Nurses Associations [AMA], 2012)
OUTCOMES OF THE MASTER OF SCIENCE IN NURSING (MSN)

In the role of the Advanced Practice Registered Nurse (APRN), the MSN graduate 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.
SUMMARY OF MASTERS IN NURSING SCIENCE CURRICULM

**MSN Core Courses for**

- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Adult-Gerontology Clinical Nurse Specialist (AGCNS)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- Family Nurse Practitioner (FNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)
- Post-master’s certificate programs

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MSN 600 or MSN 600A</td>
<td>Orientation to MSN Program (0 credits)</td>
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<tr>
<td>MSN 602</td>
<td>Nursing Inquiry, Research, and Scholarships (3 credits)</td>
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<tr>
<td>MSN 603</td>
<td>Health Care Systems: Organization, Economics and Politics (3 credits)</td>
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<tr>
<td>MSN 615</td>
<td>Advanced Practice Roles and Nursing Theories (3 credits)</td>
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<td>MSN 616</td>
<td>Ethics for the Advanced Practice Nurse (1 credit)</td>
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<td>MSN 617</td>
<td>Population-Based Health (3 credits)</td>
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<tr>
<td>MSN 621</td>
<td>Advanced Physiology and Pathophysiology (3 credits)</td>
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<tr>
<td>MSN 622</td>
<td>Advanced Health and Physical Assessment (3 credits)</td>
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<tr>
<td>MSN 623</td>
<td>Advanced Pharmacotherapeutics and Clinical Decision Making (3 credits)</td>
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<tr>
<td>MSN 755</td>
<td>Capstone 1 (1 credit)</td>
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<td>MSN 760</td>
<td>Capstone 2 (1 credit)</td>
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COURSES BY PROGRAM TRACKS

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<tr>
<td><strong>Courses taken in addition to the MSN core courses for the AGACNP Track</strong></td>
<td><strong>Courses taken in addition to the MSN core courses for the AGCNS Track</strong></td>
<td><strong>Courses taken in addition to the MSN core courses for the AGPCNP Track</strong></td>
<td><strong>Courses taken in addition to the MSN core courses for the FNP Track and for the post-master’s certificate</strong></td>
<td><strong>Courses taken in addition to the MSN core courses for the PMHNP Track and for the post-masters certificate</strong></td>
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<td>Note: courses are in development</td>
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<tr>
<td>MSN 654 TBA</td>
<td>MSN 700</td>
<td>MSN 644</td>
<td>MSN 624</td>
<td>MSN 630</td>
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<tr>
<td>Theory (3 credits) Practicum (2 credits)</td>
<td>Advanced Practice Nursing: Individual and Population Based Health</td>
<td>Advanced Primary Care Adult Gerontology 1</td>
<td>Advanced Primary Care Management of Middle-Aged and Older Adults</td>
<td>Advanced Psychopharmacology</td>
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<td>Theory (3 credits) Practicum (2 credits)</td>
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<tr>
<td>MSN 655 TBA</td>
<td>MSN 701</td>
<td>MSN 645</td>
<td>MSN 625</td>
<td>MSN 634</td>
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<tr>
<td>Theory (3 credits) Practicum (2 credits)</td>
<td>Advanced Practice Nursing: Program Development and Evolution</td>
<td>Advanced Primary Care Adult Gerontology 2</td>
<td>Advanced Primary Care Management of Women and Children</td>
<td>Advanced Mental Health Care Management of Adults</td>
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<td>Theory (3 credits) Practicum (2 credits)</td>
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<td>MSN 656 TBA</td>
<td>MSN 730</td>
<td>MSN 646</td>
<td>MSN 626</td>
<td>MSN 635</td>
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<tr>
<td>Theory (3 credits) Practicum (2 credits)</td>
<td>Advanced Practice Nursing: Leadership for Systems Improvement</td>
<td>Special Topics in Advanced Practice Nursing Gerontology and Related Specialties</td>
<td>Advanced Primary Care Management of Vulnerable Populations</td>
<td>Advanced Mental Health Care Management of Children, Adolescents and the Geriatric Populations</td>
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<td>Theory (3 credits) Practicum (2 credits)</td>
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<td><strong>CAPSTONE COURSES</strong></td>
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<td>MSN 755 and MSN 760 are the two “capstone courses.” When enrolled in these courses, student execute their summation project.</td>
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Graduate students must take 3 semester credits to be eligible for financial aid. Students in the Alverno graduate nursing program must take 6 credits to be considered full-time.

Further information about the curriculum is provided in the *Alverno College Bulletin 2018*.

All students accepted into the MSN program must have taken and passed an inferential statistics course within 5 years of admissions to the MSN program, or alternately must take the course the first semester. BSC 257 and MSN 650 are two Alverno course options that could meet this requirement.

**BSC 257 Stats for Health Professionals (4 credits)**  
*Prereq: Graduate student standing.*  
This course introduces the student to basic research issues in the health sciences. The student practices conducting and interpreting data analysis using descriptive and inferential statistics, learns to convey the results of analyses clearly to others, and learns to recognize common fallacies in arguments about science. The goal of this course is to familiarize students with statistical approaches to understanding issues in human health and behavior.

**MSN 650 Statistics for Advanced Practice (3 credits)**  
*Prereq: Graduate student standing.*  
This course will provide graduate students and advanced healthcare providers with the ability to analyze and apply appropriate statistical approaches for improving clinical practice. The use of computer programs for analyzing data will be examined as well as methods to critique the use of statistics in published clinical research. Articulate communication of research results to interested audiences will also be addressed.
Master of Science in Nursing (MSN)

Adult - Gerontology Acute Care Nurse Practitioner (AGACNP) Curriculum
MSN 600 Orientation to MSN Program (0 credits)
Prereq: Admission into the MSN Program.
Student engage in on-line activates to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

MSN 602 Nursing Inquiry, Research and Scholarship (3 credits)
Prereq: MSN 615 completed or concurrent.
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 615 completed or concurrent.
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 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. They 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. They 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 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.

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 654 (3 credit) Under development
MSN 654P (2 credits and 200 hours) Under development
MSN 655 (3 credit) Under development
MSN 655P (2 credits and 200 hours) Under development
MSN 656 (3 credit) Under development
MSN 656P (2 credits and 200 hours) Under development

MSN 755 Capstone 1 (1 credit)
Prereq: All core courses and first track course completed.
The capstone is a project that synthesizes student’s learning from all previous semesters I a final demonstration of meeting program outcomes for graduation. Students will work throughout the semester to develop a proposal for their planned capstone project. The proposal will include a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project will also be outlined. The student will work closely with their chosen faculty capstone mentor throughout this process.

MSN 760 Capstone 2 (1 credit)
Prereq: MSN 755.
In this course, students will implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.
Master of Science in Nursing (MSN)

Adult - Gerontology Clinical Nurse Specialist (AGCNS) Curriculum
The MSN (AGCNS) 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, 600 practice hours are required. Practice hours are allocated across three courses in relation to program, course, and advanced practice nurse outcomes.

**MSN (AGCNS) COURSE DESCRIPTIONS**

**MSN 600 Orientation to MSN Program (0 credits)**  
*Prereq: Admission into the MSN Program.*  
Students engage in a day and a half session to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

**MSN 602 Nursing Inquiry, Research and Scholarship (3 credits)**  
*Prereq: MSN 615 completed on concurrent.*  
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.

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**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 Advanced Practice Nursing: Individual and Population Based Health (3 credits)**  
*Prereq: All core courses completed except MSN 603, MSN 616 or MSN 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.
**MSN 700P Advanced Practice Nursing: Individual and Population Based Health Practicum (2 credits)**
*Prereq: All core courses completed, except MSN 603, MSN 616, or MSN 617 may be concurrent. MSN 700 completed or concurrent. Current CPR and updated immunization records required.*

The NACNS describes nursing practice as falling in the Nursing and Nursing Practice sphere, the Client Direct Care sphere, and/or the Organizations and System sphere. Activities that fall within these spheres and are informed by specialty standards of practice, specialty practice, specialty skills/competencies and/or specialty knowledge may accrue toward the clinical hours. Within the MSN Curriculum the APN learner will achieve outcomes within all three spheres of influence. MSN 700 in conjunction with MSN 700P will focus on direct care as it overlaps with organizations/systems and nursing/nursing practice. Program outcomes supported by this course(s) include mastery of communication skills to build interprofessional relationships, provision of patient-focused, evidence-based care in the role of an APN and synthesis of emerging science and theory to design effective approaches to care.

(This course includes a 200 hour practicum.)

**MSN 701 Advanced Practice Nursing: Program Development and Evaluation (3 credits)**
*Prereq: All core courses and MSN 700 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.

**MSN 701P Advanced Practice Nursing: Program Development and Evaluation Practicum (2 credits)**
*Prereq: All core courses and MSN 700 and MSN 700P completed. MSN 701 completed or concurrent. Current CPR and updated immunization records required.*

This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate population-based advanced nursing practice using program development and education models and services. Through this practicum, students have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the nurse and nursing practice sphere. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be to perform Clinical Nurse Specialist (CNS) duties that are consistent with the mission, values, and program development goals of the selected practicum site.

(This course includes a 200 hour practicum.)

**MSN 730 Advanced Practice Nursing: Leadership for Systems Improvement (3 credit)**
*Prereq: All core courses and MSN 701 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.

**MSN 730P Advanced Practice Nursing: Leadership for Systems Improvement Practicum (2 credits)**
*Prereq: MSN 701 and MSN 701P completed. MSN 730 completed or concurrent. Current CPR and updated immunization records required.*

This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate processes that impact health care at the system/organizational level. Through this practicum, students will have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the system/organizational sphere and development of leadership skills. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be for students to integrate all Clinical Nurse Specialist (CNS) skills and competencies and apply them successfully in practice.

(This course includes a 200 hour practicum.)
**MSN 755 Capstone 1 (1 credit)**

*Prereq: All core courses and first track courses completed.*

The capstone is a project that synthesizes student’s learning from all previous semesters in a final demonstration of meeting program outcomes for graduation. Students will work throughout the semester to develop a proposal for their planned capstone project. The proposal will include a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project will also be outlined. The student will work closely with their chosen faculty capstone mentor throughout this process.

**MSN 760 Capstone 2 (1 credit)**

*Prereq: MSN 755.*

In this course, students will implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.
Master of Science in Nursing (MSN)

Post Master’s Certificate Adult - Gerontology Clinical Nurse Specialist (PM-AGCNS) Curriculum
The Post-Masters AGCNS (PM-AGCNS) curriculum provides those already possessing a master’s degree in nursing with additional course and clinical work to fulfill the requirements for Adult-Gerontology clinical nurse Specialist Certification. This includes 600 practicum hours with appropriately credentialed preceptors in practice settings. Following a transcript evaluation, it may be determined that AGCNS 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 622, MSN 700, MSN 701, and MSN 730). If these requirements were met during their previous graduate studies, Post Master’s AGCNS students are required to take the 3 required certificate courses listed below.

**MSN (PM-AGCNS) COURSE DESCRIPTIONS**

**MSN 600A Orientation to Post-Masters Certificate Program (0 credits)**
*Prereq: Admission into the MSN Post-Masters Certificate program.*
Students engage in a day and a half session to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

**MSN 700 Advanced Practice Nursing: Individual and Population Based Health (3 credits)**
*Prereq: All admission requisite courses complete or concurrent. MSN 621, MSN 622, and MSN 623 completed. MSN 600A completed or 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.

**MSN 700P Advanced Practice Nursing: Individual and Population Based Health Practicum (2 credits)**
*Prereq: All admission requisite courses completed or concurrent. MSN 700 completed or concurrent. Current CPR and updated immunization records required.*
The NACNS describes nursing practice as falling in the Nursing and Nursing Practice sphere, the Client Direct Care sphere, and/or the Organizations and System sphere. Activities that fall within these spheres and are informed by specialty standards of practice, specialty practice, specialty skills/competencies and/or specialty knowledge may accrue toward the clinical hours. Within the MSN Curriculum the APN learner will achieve outcomes within all three spheres of influence. MSN 700 in conjunction with MSN 700P will focus on direct care as it overlaps with organizations/systems and nursing/nursing practice. Program outcomes supported by this course(s) include mastery of communication skills to build interprofessional relationships, provision of patient-focused, evidence-based care in the role of an APN, and synthesis of emerging science and theory to design effective approaches to care.

(This course includes a 200 hour practicum.)

**MSN 701 Advanced Practice Nursing: Program Development and Evaluation (3 credits)**
*Prereq: All requisite courses and MSN 700 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.
MSN 701P Advanced Practice Nursing: Program Development and Evaluation Practicum (2 credits)
Prereq: All requisite courses and MSN 700 and MSN 700P completed. MSN 701 completed or concurrent. Current CPR and updated immunization records required.
This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate population-based advanced nursing practice using program development and education models and services. Through this practicum, students have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the nurse and nursing practice sphere. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be to perform Clinical Nurse Specialist (CNS) duties that are consistent with the mission, values, and program development goals of the selected practicum site.
(This course includes a 200 hour practicum.)

MSN 730 Advanced Practice Nursing: Leadership for Systems Improvement (3 credit)
Prereq: All requisite courses and MSN 701 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.

MSN 730P Advanced Practice Nursing: Leadership for Systems Improvement Practicum (2 credits)
Prereq: MSN 701 and MSN 701P completed. MSN 730 completed or concurrent. Current CPR and updated immunization records required.
This clinical practicum is designed to provide students with an in-depth opportunity to plan, design, deliver, and evaluate processes that impact health care at the system/organizational level. Through this practicum, students will have the opportunity to function in the role of the advanced practice nurse using the three spheres of influence with an emphasis on the system/organizational sphere and development of leadership skills. The student will reflect on practicum experiences while applying selected theories and frameworks. The overall outcome for the practicum experience will be for students to integrate all Clinical Nurse Specialist (CNS) skills and competencies and apply them successfully in practice.
(This course includes a 200 hour practicum.)
Master of Science in Nursing (MSN)

Adult - Gerontology Primary Care Nurse Practitioner (AGPCNP) Curriculum
The Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) curriculum supports advanced study in nursing practice focused on adult-geriatric patients and populations, including the frail elderly. Through didactic coursework and primary care management of adults in outpatient settings, students develop and integrate advanced practice nursing theoretical knowledge, skills, and abilities in health assessment, diagnostic reasoning, pharmacological and non-pharmacological intervention based on current evidence, and evaluation of treatment outcomes. Graduates of the program are prepared to hold national board certification and practice in the AGPCNP role to advance the health and health care of patients and populations.

The 39-credit hour curriculum offers flexibility for full and part-time study. Courses are offered on a planned rotating basis. In addition to three AGPC theory courses, 600 practice hours are allocated across three practicum courses in relation to program, course, and advanced practice nurse outcomes.

**MSN (AGPCNP) COURSE DESCRIPTIONS**

**MSN 600 Orientation to MSN Program (0 credits)**
*Prereq: Admission into the MSN Program.*
Students engage in a day and a half session to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

**MSN 602 Nursing Inquiry, Research and Scholarship (3 credits)**
*Prereq: MSN 615 completed on concurrent.*
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 615 completed or concurrent.*
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 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. They 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. They 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 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.

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 644 Advanced Primary Care Adult-Gerontology 1 (3 credits)
Prereq: All core courses completed except MSN 603, MSN 615, or MSN 617 maybe concurrent. Current CPR certification and updated immunization records required.
This is the first of two systems-focused didactic theory courses in the AGPCNP Program. In this course, as in MSN 645 the course content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. Health promotion, health protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly, are addressed. There is an emphasis on advanced-practice primary care management of episodic and chronic health problems experienced by geriatric patients. Various teaching strategies, including the use of technology, are employed to promote and support student learning. Students are expected to build upon knowledge gained in the MSN Core courses, applying theoretical frameworks cultural and generational perspectives, ethical principles, current evidence and the cost of care in formulating and evaluating advanced practice plans of care to ensure the delivery of safe, high-quality, cost-effective adult-gerontological health care.
MSN 644P Advanced Primary Care Adult-Gerontology Practicum 1 (2 credits)
Prereq: All core courses completed except MSN 603, MSN 616, or MSN 617 maybe concurrent. MSN 700 completed or concurrent. Current CPR certification and updated immunization records required.
AGPCNP practicum courses involve situated experiential learning opportunities, conducted in outpatient settings where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative, interprofessional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care nursing. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGPCNP track theory courses, as they partner with patients in the clinical environment to optimize health outcomes.
(This course includes a 200-hour practicum.)

MSN 645 Advanced Primary Care Adult-Gerontology 2 (3 credits)
Prereq: All core courses and MSN 644 and MSN 644P completed. Current CPR and updated immunization records required.
This is the second of two systems-focused didactic theory courses in the AGPCNP Program. In this course, as in MSN 644, the course content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. Health promotion, health protection, and disease prevention and treatment in adult-geriatric individuals and populations, including the frail elderly, and addressed. There is an emphasis on advanced-practice primary care management of episodic and chronic health problems experienced by adult-geriatric patients. Various teaching strategies, including the use of technology, are employed to promote and support students learning. Students are expected to build upon knowledge gained in the MSN Core Courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence and the cost of care in formulating and evaluating advanced practice Plans of care to ensure the delivery of safe, high-quality, cost-effective adult-gerontological health care.

MSN 645P Advanced Primary Care Adult-Gerontology Practicum 2 (2 credits)
Prereq: All core courses and MSN 644 and MSN 644P completed. MSN 645 completed or concurrent. Current CPR and updated immunization records required.
AGPCNP practicum courses involve situated experiential learning opportunities, conducted in outpatient settings where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative, interprofessional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care nursing. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGPCNP track theory courses, as they partner with patients in the clinical environment to optimize health outcomes.
(This course includes a 200-hour practicum.)

MSN 646 Advanced Primary Care Adult-Gerontology and Related Specialties (3 credits)
Prereq: All core courses and MSN 645 and MSN 645P completed. Current CPR and updated immunization records required.
In this course, students will explore special topics in advanced practice nursing gerontology. Exemplars may include but are not limited to: long-term management, self-neglect in older adults, anticipatory management of geriatric syndromes, maximizing the health and well-being of older veterans, technologies that support aging in place, and include but are not limited to phenomena of interest to and manage by nephrology, orthopedic, oncology and dermatology specialty NPs in the care of older adults.
**MSN 646P Advanced Practice Adult-Gerontology Practicum 3 (2 credits)**
*Prereq: MSN 645 and MSN 645P completed. MSN 646 completed or concurrent. Current CPR and updated immunization records required.*
AGPCNP practicum courses involve situated experiential learning opportunities, conducted in outpatient settings where episodic and chronic health problems spanning the adult-geriatric wellness-illness continuum are diagnosed and treated. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative, interprofessional primary care of adult-geriatric patients, including the frail elderly, thereby progressing toward competence in the delivery of advanced practice adult-gerontology primary care nursing. It is expected that students apply theoretical knowledge, skills, and abilities attained in pre-requisite MSN program core courses, as well as the corresponding AGPCNP track theory courses, as they partner with patients in the clinical environment to optimize health outcomes.
*(This course includes a 200-hour practicum.)*

**MSN 755 Capstone 1 (1 credit)**
*Prereq: All core courses and first track courses completed.*
The capstone is a project that synthesizes student’s learning from all previous semesters in a final demonstration of meeting program outcomes for graduation. Students will work throughout the semester to develop a proposal for their planned capstone project. The proposal will include a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project will also be outlined. The student will work closely with their chosen faculty capstone mentor throughout this process.

**MSN 760 Capstone 2 (1 credit)**
*Prereq: MSN 755.*
In this course, students will implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.
Master of Science in Nursing (MSN)

Post Master’s Certificate Adult - Gerontology Primary Care Nurse Practitioner (PM-AGPCNP) Curriculum
The Post-Master’s Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) curriculum provides those already possessing a master’s degree in nursing with additional theory and practice hours to fulfill the requirements for national board certification as an AGPCNP. This includes 600 practicum hours with appropriately credentialed preceptors in primary care practice settings. Following transcript evaluation, it may be determined that AGPCNP post-master’s certificate applicants must take additional coursework to fulfill the requirements. Essential advanced nursing practice study includes a course focused on advanced practice nursing role responsibilities and three advanced science courses: advanced pathophysiology, advanced health assessment, and advanced pharmacology. If these requirements were met during previous graduate studies, post master’s AGPCNP certificate students are required to take the three theory and practicum courses described below.

**MSN (PM-AGPCNP) COURSE DESCRIPTIONS**

**MSN 600A Orientation to Post-Masters Certificate Program (0 credits)**
*Prereq: Admission into the MSN Post-Masters Certificate Program.*
Students engage in a day and a half session to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

**MSN 644 Advanced Primary Care Adult Gerontology 1 (3 credit)**
*Prereq: All admission requisite courses completed or concurrent. MSN 621, MSN 622 and MSN 623 completed MSN 600A completed or concurrent. Current CPR and updated immunization records required.*
MSN-644 is the first of two theory courses in the AGPCNP program, wherein content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. The third and final theory course is focused on special topics in gerontology and related specialties. In MSN 644, health promotion, health protection, and disease prevention and treatment in adult individuals and populations, including the frail elderly, are addressed. There is an emphasis on advanced-practice primary care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating advanced practice plans of care to optimize health and health care systems.

**MSN 644P Advanced Primary Care Adult-Gerontology, Practicum 1 (2 credit)**
*Prereq: All admission requisite courses completed except MSN 603, MSN 616, or MSN 617 may be concurrent. MSN 644 completed or concurrent. Current CPR and updated immunization records required.*
AGPCNP practicum courses involve situated experiential learning to promote students’ competence in the delivery of advanced practice adult-gerontology primary care nursing. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative primary care of adult-geriatric individuals and populations, including the frail elderly. The student gains knowledge, skills, and abilities in advanced health assessment, diagnostic reasoning, pharmacological and non-pharmacological intervention based on current evidence, and evaluation of treatment outcomes. It is expected that students will apply theoretical knowledge, skills, and abilities attained in the pre-requisite MSN core courses, as well as the corresponding AGPCNP track theory courses as they work with patients the clinical setting to optimize health outcomes. In each course, the student completes 200 hours of practicum in an approved clinical setting. Practicum 1 and Practicum 2 must occur in the same type of setting as the prior practicum courses; however, in some cases, as alternative specialty-focused setting may be approved by the AGPCNP Program Director for all or part of the third practicum.
(This course includes a 200-hour practicum.)

**MSN 645 Advanced Primary Care Adult-Gerontology 2 (3 credits)**
*Prereq: All requisite courses MSN 644 completed. Current CPR and updated immunization records required.*
MSN-645 is the second of two theory courses in the AGPCNP program, wherein content is organized by body system and spans the adult-geriatric primary care wellness-illness continuum. The third and final theory course is focused on special topics in gerontology and related specialties. In MSN 644, health promotion, health protection, and disease prevention and treatment in adult individuals and populations, including the frail elderly, are addressed. There is an emphasis on advanced-practice primary care management of episodic and chronic health problems. Students build upon knowledge gained in the MSN program core courses, applying theoretical frameworks, cultural and generational perspectives, ethical principles, current evidence, and the cost of care in formulating and evaluating advanced practice plans of care to optimize health and health care systems.
**MSN 645P Advanced Primary Care Adult-Gerontology Practicum 2 (2 credits)**

Prereq: All requisite courses MSN 644 and MSN 644P completed. MSN 645 completed or concurrent. Current CPR and updated immunization records required.

AGPCNP practicum courses involve situated experimental learning to promote students’ competence in the delivery of advanced practice adult-gerontology primary care nursing. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative primary care of adult-geriatric individuals and populations, including the frail elderly. The student gains knowledge, skills, and abilities in advanced health assessment, diagnostic reasoning, pharmacological and non-pharmacological intervention based on current evidence, and evaluation of treatment outcomes. It is expected that students will apply theoretical knowledge, skills, and abilities attained in the pre-requisite MSN core courses, as well as the corresponding AGPCNP track theory courses as they work with patients the clinical setting to optimize health outcomes. In each course, the student completes 200 hours of practicum in an approved clinical setting. Practicum 1 and Practicum 2 must occur in an outpatient setting, where primary care spans the adult-geriatric wellness-illness continuum. Practicum 3 typically occurs in the same type of setting as the prior practicum courses, however, in some cases, as alternative specialty-focused setting may be approved by the AGPCNP Program Director for all or part of the third practicum.

(This course includes a 200-hour practicum.)

**MSN 646 Special Topics in Advanced Practice Nursing Gerontology and Related Specialties (3 credits)**

Prereq: All requisite courses MSN 645 completed. Current CPR and updated immunization records required.

In MSN 646, students explore special topics relative to advanced practice nursing gerontology. Exemplars include but are not limited to long-term care management, self-neglect in older adults, anticipatory management of geriatric syndromes, maximizing the health and well-being of older veterans, technologies that support aging in place, and advanced practice management of palliative and end-of-life care. Advanced practice nursing topics relative to the care of older adults in the specialty care areas of nephrology, endocrinology, rheumatology, orthopedics, dermatology, oncology and others are explored.

**MSN 646P Advanced Practice Adult-Gerontology Practicum 3 (2 credits)**

Prereq: MSN 645, MSN 645P completed. MSN 646 completed or concurrent. Current CPR and updated immunization records required.

AGPCNP practicum courses involve situated experiential learning to promote students’ competence in the delivery of advanced practice adult-gerontology primary care nursing. Under the direct supervision and guidance of an approved clinical preceptor, the student engages in collaborative primary care of adult-geriatric individuals and populations, including the frail elderly. The student gains knowledge, skills, and abilities in advanced health assessment, diagnostic reasoning, pharmacological and non-pharmacological intervention based on current evidence, and evaluation of treatment outcomes. It is expected that students will apply theoretical knowledge, skills, and abilities attained in the pre-requisite MSN core courses, as well as the corresponding AGPCNP track theory courses as they work with patients the clinical setting to optimize health outcomes. In each course, the student completes 200 hours of practicum in an approved clinical setting. Practicum 1 and Practicum 2 must occur in an outpatient setting, where primary care spans the adult-geriatric wellness-illness continuum. Practicum 3 typically occurs in the same type of setting as the prior practicum courses; however, in some cases, as alternative specialty focused setting may be approved by the AGPCNP Program director for all or part of the third practicum.

(This course includes a 200-hour practicum.)
Master of Science in Nursing (MSN)

Family Nurse Practitioner (FNP) Curriculum
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 three courses in relation to program, course, and advanced practice nurse outcomes.

**MSN (FNP) COURSE DESCRIPTIONS**

**MSN 600 Orientation to MSN Program (0 credits)**  
*Prereq: Admission into the MSN Program.*  
Students engage in on-line activities to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

**MSN 602 Nursing Inquiry, Research and Scholarship (3 credits)**  
*Prereq: MSN 615 completed or concurrent registration.*  
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 615 completed or concurrent registration*  
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 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. They 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. They 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 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.

**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 624 Advanced Primary Care Management of Middle-Aged and Older Adults (3 credits)**

*Prereq: All core courses completed except MSN 603, MSN 616, or MSN 617 may be concurrent. Current CPR certification and updated immunization records required.*

Students will be engaged in didactic experiences derived from evidence-based practices in health promotion, disease prevention, and illness care management for middle-aged and older adults. Students will use advanced critical thinking to apply culturally sensitive care.

**MSN 624P Practicum 1: Advanced Primary Care Management of Middle-Aged and Older Adults (2 credits)**

*Prereq: All core courses completed, except MSN 603, MSN 616 or MSN 617 may be concurrent. MSN 624 completed or 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 200-hour practicum.)
MSN 625 Advanced Primary Care Management of Women and Children (3 credits)
Prereq: All core courses and MSN 624 and MSN 624P completed. Current CPR certification and updated immunization records required.
Students will increase knowledge necessary for advanced practice nursing in the primary health care of women, infants, children and adolescents. Emphasis will be placed on principles of health promotion, disease prevention, common primary health care problems, and diagnoses often seen in these populations. The student will develop a holistic approach to advanced primary health care incorporating the needs of women, infants, children and adolescents. Pathophysiological, social, and development theories, relevant research findings, and the implications of these for health care are explored. Students will begin to examine and identify when referrals may be necessary in these populations.

MSN 625P Practicum 2: Advanced Primary Care Management of Women and Children (2 credits)
Prereq: All core courses completed. MSN 625 completed or concurrent. Current CPR certification and updated immunization records required.
Students will continue to develop their approach to both common acute and chronic primary health care across the lifespan based on current and emerging national guidelines. Students will continue to focus in on areas to ensure a well-rounded clinical experience to fulfill the scope of practice as a Family Nurse Practitioner. These areas should include experience with populations across the lifespan consistent with Family Practice. Preventative care, disease prevention, health maintenance, and lifestyle changes are central to all treatment plans along with cost-efficient options, when available.
(This course includes a 200-hour practicum.)

MSN 626 Advanced Primary Care Management of Vulnerable Populations (3 credits)
Prereq: MSN 625 and MSN 625P completed. Current CPR certification and updated immunization records required.
Students will continue to build their knowledge of more vulnerable populations and complex health conditions (i.e. cardiac, pulmonary, cancer and mental health) and learn their role in the management of these diagnoses within their scope of practice as an FNP in Primary Care. Emphasis will be placed on the care of the elderly and diagnoses often seen in this and other high-risk populations. 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. Emphasis on other issues a well-rounded family nurse practitioner will need to be knowledgeable of are included: 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.

MSN 626P Practicum 3: Advanced Primary Care Management of Vulnerable Populations (2 credits)
Prereq: MSN 625, and MSN 625P completed. MSN 636 completed or concurrent. Current CPR certification and updated immunization records required.
Students will continue to refine their approach to both common, acute and chronic care based on current and emerging national guidelines. The student may explore a specialty practice in the community setting to advance their knowledge in areas of orthopedics, pain management, dermatology, etc., to augment their expertise in the primary care practice environment. Preventative care and lifestyle changes continue to be central to all treatment plans along with cost efficient options, when available.
(This course includes a 200-hour practicum.)

MSN 755: Capstone 1 (1 credit)
Prereq: All core courses and first track courses completed.
The capstone is a project that synthesizes student’s learning from all previous semesters in a final demonstration of meeting program outcomes for graduation. Students will work throughout the semester to develop a proposal for their planned capstone project. The proposal will include a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project will also be outlined. The student will work closely with their chosen faculty capstone mentor throughout this process.

MSN 760: Capstone 2 (1 credit)
Prereq: MSN 755
In this course, students will implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.
Master of Science in Nursing (MSN)

Post Master’s Certificate Family Nurse Practitioner (PM-FNP) Curriculum
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 600 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 600A Orientation to Post-Masters Certificate Program (0 credits)**
*Prereq: Admission into the MSN Post-Master Certificate Program.*
Students engage in on-line activities to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

**MSN 624 Advanced Primary Care Management of Middle-Aged and Older Adults (3 credits)**
*Prereq: All admission requisite courses completed or concurrent. MSN 621, MSN 622, and MSN 623 completed. MSN 600A completed or concurrent. Current CPR certification and updated immunization records required.*
Students will be engaged in didactic experiences derived from evidence-based practices in health promotion, disease prevention, and illness care management for middle-aged and older adults. Students will used advanced critical thinking to apply culturally sensitive care.

**MSN 624P Practicum 1: Advanced Primary Care Management of Middle-Aged and Older Adults (2 credits)**
*Prereq: All requisite courses and MSN 624 completed or concurrent. MSN 624 completed or 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 200-hour practicum)*

**MSN 625 Advanced Primary Care Management of Women and Children (3 credits)**
*Prereq: All requisite courses and MSN 624 and MSN 624P completed. Current CPR certification and updated immunization records are required.*
Students will increase knowledge necessary for advanced practice nursing in the primary health care of women, infants, children and adolescents. Emphasis will be placed on principles of health promotion, disease prevention, common primary health care problems, and diagnoses often seen in these populations. The student will develop a holistic approach to advanced primary health care incorporating the needs of women, infants, children and adolescents. Pathophysiological, social, and development theories, relevant research findings, and the implications of these for health care are explored. Students will begin to examine and identify when referrals may be necessary in these populations.

**MSN 625P Practicum 2: Advanced Primary Care Management of Women, Infants and Children (2 credits)**
*Prereq: All requisite courses and MSN 624 and MSN 624P completed. MSN 625 completed or concurrent. Current CPR certification and updated immunization records required.*
Students will continue to develop their approach to both common acute and chronic primary health care across the lifespan based on current and emerging national guidelines. Students will continue to focus in on areas to ensure a well-rounded clinical experience to fulfill the scope of practice as a Family Nurse Practitioner. These areas should include experience with populations across the lifespan consistent with Family Practice. Preventative care, disease prevention, health maintenance, and lifestyle changes are central to all treatment plans along with cost-efficient options, when available.
*(This course includes a 200-hour practicum)*
**MSN 626 Advanced Primary Care Management of Vulnerable Populations (3 credits)**

*Prereq: MSN 625 and MSN 625P completed. Current CPR certification and updated immunization records required.*

Students will continue to build their knowledge of more vulnerable populations and complex health conditions (i.e. cardiac, pulmonary, cancer and mental health) and learn their role in the management of these diagnoses within their scope of practice as an FNP in Primary Care. Emphasis will be placed on the care of the elderly and diagnoses often seen in this and other high-risk populations. 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. Emphasis on other issues a well-rounded family nurse practitioner will need to be knowledgeable of are included: 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.

**MSN 626P Practicum 3: Advanced Primary Care Management of Vulnerable Populations (2 credits)**

*Prereq: MSN 625 and MSN 625P completed. MSN 626 completed or concurrent. Current CPR certification and updated immunization records required.*

Students will continue to refine their approach to both common, acute and chronic care based on current and emerging national guidelines. The student may explore a specialty practice in the community setting to advance their knowledge in areas of orthopedics, pain management, dermatology, etc., to augment their expertise in the primary care practice environment. Preventative care and lifestyle changes continue to be central to all treatment plans along with cost efficient options, when available.

*(This course includes a 200-hour practicum.)*
Master of Science
In Nursing (MSN)

Psychiatric Mental Health
Nurse Practitioner
(PMHNP)
Curriculum
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 600 practicum hours.

MSN (PMHNP) COURSE DESCRIPTIONS

MSN 600 Orientation to MSN Program (0 credits)
Prereq: Admission into the MSN Program.
Students engage in on-line activities to become oriented to Alverno College and the MSN Program. Completion of CastleBranch requirements.

MSN 602 Nursing Inquiry, Research and Scholarship (3 credits)
Prereq: MSN 615 completed or concurrent.
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 615 completed or concurrent.
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 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. They 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. They 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 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 previously was a 3 credit course with practicum hours for those students enrolled prior to Fall 2016.)

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 630 Psychopharmacology (3 credits)
Prereq: MSN 622 and MSN 623 completed.
Students will understand the basics pertaining to drugs used for both therapeutic and addictive purposes in the mental health world. At the outset, the course will present the basic structures of the nervous system necessary to understand the pharmacokinetics and pharmacodynamics of psychoactive drugs. Many psychoactive drugs are used for therapeutic purposes. Other psychoactive drugs, even though prescribed for therapeutic purposes, become the objects of addiction. The second phase of the course treats the major classes of drugs used for therapeutic purposes: antidepressants, antipsychotics, mood stabilizers, anxiolytics/hypnotics, and stimulants. In this phase of the class, the actions, side effects, and risks of the various drugs will be considered. This phase will also treat special topics such as promoting adherence, and how to monitor the clients’ response to medications. The third phase of the course devotes itself to the drugs of addiction such as alcohol, cocaine, opioids, and stimulants. The medications used in the treatment of addictions will be presented in this section.
(Students enrolled prior to Fall 2016 have the option of taking either this course or MCP 620)
MSN 634 Advanced Mental Health Care Management of Adults (3 credits)
Prereq: All core courses completed except MSN 603, MSN 616 or MSN 617 may be concurrent. Current CPR and updated immunization records required.
Students will enhance their ability to establish and 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 build upon knowledge and skills from advanced psychopharmacology. They will expand their awareness of advanced pathophysiology to encompass concepts of normal and abnormal neurophysiology. They will use all of the above components to bring their critical reflective skills to bear on the promotion of mental health, and the assessment and differential diagnoses of the 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 experiences, students will be able to include the psychopharmacological agents approved for the treatment of depressive and anxiety spectrum disorders according to psychiatric guidelines and evidence-based practice, as well as the psychotherapy modalities of Cognitive Behavioral Therapy, Behavioral Activations Therapy, Acceptance/Commitment Therapy, and Brief Solution-Focused Therapy. (This course and the practicum component previously was a 3 credit course for students enrolled prior to Fall 2016)

MSN 634P Practicum 1: Advanced Mental Health Care Management of Adults (2 credits)
Prereq: All core courses completed except MSN 603, MSN 616 or MSN 617 may be concurrent. Current CPR and updated immunization records required.
Students will apply knowledge and skills at the novice level learned in the theory portion of MSN 634. Students are expected to show evidence of development of beginner skills in assessing, diagnosing and choosing appropriate interventions/plan of care for their mental health clients. (This course includes a 200 hour practicum in an inpatient or outpatient mental health setting.)

MSN 635 Advanced Mental Health Care Management of Children, Adolescents and the Geriatric Populations (3 credits)
Prereq: All core courses, MSN 634 and 634P completed. Current CPR and updated immunization records required.
Students apply their knowledge of mental health and their skills of critical thinking to the advanced mental health care of the bipolar and psychotic spectrum disorders as well as mental health disorders pertinent to children, adolescents, and geriatric populations. Students will be guided to respectfully consider the cultural, spiritual, and unique circumstances of individual clients. Through didactic experiences, students will be able to incorporate into the treatment plans the psychopharmacological agents approved for the treatment of bipolar and psychotic spectrum disorders, attention-deficit hyperactivity disorder in children and adults, and the dementias and mood disorders of the geriatric population according to psychiatric guidelines and evidence-based practice. They will acquire knowledge of complementary/alternative modes of care known today as integrative mental health care. Students will also learn and practice principles of Group Therapy as well as learn the basic components of Dialectical Behavior Therapy. (This course and the practicum component previously was a 5 credit course for students enrolled prior to 2016.)

MSN 635P Practicum 2: Advanced Mental Health Care Management of Children, Adolescents and the Geriatric Populations (2 credits)
Prereq: All core courses, MSN 634 and MSN 634P completed. MSN 635 completed or concurrent. Current CPR and updated immunization records required. Students will apply knowledge and skills at the intermediate level learned in the theory portion of MSN 635. Students are expected to show evidence of development of intermediate skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients. Students should plan to spend a minimum of 30 of their 200 practicum hours with child/adolescent clients. Students should also plan to spend a minimum of 10 of their 200 clinical hours in a group therapy setting. (This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)
MSN 636 Advanced Mental Health Care Management of the Seriously Ill and the Substance Addicted Populations (3 credits)
*Prereq: MSN 635 and MSN 635P completed. Current CPR and updated immunization records required.*
Students will focus their clinical knowledge and their critical thinking skills on the assessment, diagnosis, and treatment of the special needs of traumatized, eating disordered, and the substance addicted populations. Students will develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of these complex traumatized, chronically mentally ill, and substance addicted populations. Through didactic and clinical experiences, students will be able to include the best evidence-based psychopharmacological agents used to treat complex conditions. Students will learn the theory of the Recovery Model of Chronic Mental Illness. They will deepen basic experience in the principles of Motivational Interviewing. Students will be engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced mental health nursing practice application. This course will also emphasize 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 and the practicum component previously was a 6 credit course for students enrolled prior to Fall 2016.)*

MSN 636P Practicum 3: Advanced Mental Health Care Management of the Seriously Ill and the Substance Addicted Populations (2 credits)
*Prereq: MSN 635 and MSN 635P completed. MSN 636 completed or concurrent. Current CPR and updated immunization records required.*
Students will apply knowledge and skills at the proficient level learned in the theory portion of MSN 636. Students are expected to show evidence of development of proficient skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients.
*(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting)*

MSN 755: Capstone 1 (1 credit)
*Prereq: All core courses and first track courses completed.*
The capstone is a project that synthesizes student’s learning from all previous semesters in a final demonstration of meeting program outcomes for graduation. Students will work throughout the semester to develop a proposal for their planned capstone project. The proposal will include a solid case for the need for the identified project, a clear purpose statement, and a review of literature. The methods for implementing the project will also be outlined. The student will work closely with their chosen faculty capstone mentor throughout this process.

MSN 760: Capstone 2 (1 credit)
*Prereq: MSN 755.*
In this course, students will implement the project identified in their capstone proposal. They will then analyze the result of the project and identify areas for improvement and further exploration. The final product must be approved by their chosen faculty capstone mentors as meeting program outcomes for graduation.
Master of Science in Nursing (MSN)

Post Master’s Certificate Psychiatric Mental Health Nurse Practitioner (PM-PMHNP) Curriculum
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 an advanced psychopharmacology course (MSN 630), a series of three practica, and a 0-credit orientation may complete this certification in four semesters. Students must have successfully completed a role 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 600 practicum hours. If all pre-requisite courses are completed, the following courses are required:

**MSN 600A Orientation to Post-Masters Certificate (0 credit)**
*Prereq: Admission into MSN Post-Master Certificate Program.*

Students engage in on-line activates to become oriented to Alverno College and the MSN Post-Masters Certificate Program. Completion of CastleBranch requirement.

**MSN 630 Advanced Psychopharmacology (3 credits)**
*Prereq: MSN 622 and MSN 623 completed. MSN 600A concurrent or completed.*

Students will understand the basics pertaining to drugs used for both therapeutic and addictive purposes in the mental health world. At the outset, the course will present the basic structures of the nervous system necessary to understand the pharmacokinetics and pharmacodynamics of psychoactive drugs. Many psychoactive drugs are used for therapeutic purposes. Other psychoactive drugs, even though prescribed for therapeutic purposes, become the objects of addiction. The second phase of the course treats the major classes of drugs used for therapeutic purposes: antidepressants, antipsychotics, mood stabilizers, anxiolytics/hypnotics, and stimulants. In this phase of the class, the actions, side effects, and risks of the various drugs will be considered. This phase will also treat special topics such as promoting adherence, and how to monitor the clients’ response to medications. The third phase of the course devotes itself to the drugs of addiction such as alcohol, cocaine, opioids, and stimulants. The medications used in the treatment of addictions will be presented in this section.

**MSN 634 Advanced Mental Health Care and Management of Adults (3 credits)**
*Prereq: All admission requisite courses completed or concurrent. MSN 621, MSN 622, MSN 623 and MSN 630 completed. Current CPR and updated immunization records required.*

Students will enhance their ability to establish and 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 build upon knowledge and skills from advanced psychopharmacology. They will expand their awareness of advanced pathophysiology to encompass concepts of normal and abnormal neurophysiology. They will use all of the above components to bring their critical reflective skills to bear on the promotion of mental health, and the assessment and differential diagnoses of the 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 experiences, students will be able to include the psychopharmacological agents approved for the treatment of depressive and anxiety spectrums according to psychiatric guidelines and evidence-based practice, as well as the psychotherapy modalities of Cognitive Behavioral Therapy, Behavioral Activations Therapy, Acceptance/Commitment Therapy, and Brief Solution-Focused Therapy.

**MSN 634P Practicum 1: Advanced Mental Health Care Management of Adults (2 credits)**
*Prereq: All admission requisite courses completed or concurrent. MSN 634 completed or concurrent. Current CPR and updated immunization records required.*

Students will apply knowledge and skills at the novice level learned in the theory portion of MSN 634. Students are expected to show evidence of development of beginner skills in assessing, diagnosing and choosing appropriate interventions/plan of care for their mental health clients. *(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting.)*
MSN 635 Advanced Mental Health Care Management of Children, Adolescent, and Geriatric Populations
(3 credits)
Prereq: All requisite courses and MSN 634 and MSN 634P completed. Current CPR and updated immunization records required.
Students apply their knowledge of mental health and their skills of critical thinking to the advanced mental health care of the bipolar and psychotic spectrum disorders as well as mental health disorders pertinent to children, adolescents, and geriatric populations. Students will be guided to respectfully consider the cultural, spiritual, and unique circumstances of individual clients. Through didactic experiences, students will be able to incorporate into the treatment plans the psychopharmacological agents approved for the treatment of bipolar and psychotic spectrum disorders, attention-deficit hyperactivity disorder in children and adults, and the dementias and mood disorders of the geriatric population according to psychiatric guidelines and evidence-based practice. They will acquire knowledge of complementary/alternative modes of care known today as integrative mental health care. Students will also learn and practice principles of Group Therapy as well as learn the basic components of Dialectical Behavior Therapy.

MSN 635P Practicum 2: Advanced Mental Health Care Management of Children, Adolescent, and Geriatric Populations (2 credits)
Prereq: All requisite courses and MSN 634 and MSN 634P completed. MSN 635 completed or concurrent. Current CPR and updated immunization records required.
Students will apply knowledge and skills at the intermediate level learned in the theory portion of MSN 635. Students are expected to show evidence of development of intermediate skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients. Students should plan to spend a minimum of 30 of their 200 practicum hours with child/adolescent clients. Students should also plan to spend a minimum of 10 of their 200 clinical hours in a group therapy setting.
(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting.)

MSN 636 Advanced Mental Health Care Management of the Serious Ill and the Substance Addicted Populations
(3 credits)
Prereq: MSN 635 and MSN 635P completed. Current CPR and updated immunization records required.
Students will focus their clinical knowledge and their critical thinking skills on the assessment, diagnosis, and treatment of the special needs of traumatized, eating disordered, and the substance addicted populations. Students will develop holistic, collaborative, client-centered treatment plans that take into account the special biopsychosocial needs of these complex traumatized, chronically mentally ill, and substance addicted populations. Through didactic experiences, students will be able to include the best evidence-based psychopharmacological agents used to treat complex conditions. Students will learn the theory of the Recovery Model of Chronic Mental Illness. They will deepen basic experience in the principles of Motivational Interviewing. Students will be engaged in many levels of skill refinement, intellectual investigation, theoretical exploration, and evidence-based advanced mental health nursing practice application. This course will also emphasize 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.

MSN 636P Practicum 3: Advanced Mental Health Care Management of the Serious Ill and the Substance Addicted Populations (2 credits)
Prereq: MSN 635 and MSN 635P completed. MSN 636 completed or concurrent. Current CPR and updated immunization records required.
Students will apply knowledge and skills at the proficient level learned in the theory portion of MSN 636. Students are expected to show evidence of development of proficient skills in assessing, diagnosing and choosing appropriate interventions/plans of care for their mental health clients.
(This course includes a 200-hour practicum in an inpatient or outpatient mental health setting.)
CAPSTONE PROJECT

MSN 755 and MSN 760 are the two “Capstone courses.” When enrolled in these course, student carries out his/hers’ summative project, commonly known as Capstone. The capstone is designed an integrated applied experience for students, and serves as the final requirement for graduation in the Masters of Nursing Program. Post-Master’s students are not required to complete a capstone project. The goal of the capstone is for students to demonstrate 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. The capstone project is completed under the guidance of his/her Faculty Capstone Mentor.

General Capstone Requirements

The student starts the project by conducting an informal needs assessment for the topic and type of project that the student plans (examples of projects appear below).

The MSN Capstone Moodle site serves as a resource for the student. First, the student identifies a potential Faculty Capstone Mentor and sets 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 trade area. The faculty capstone mentor determines the “fit” between the student’s project and the faculty member’s experience/expertise, provides initial feedback and approves of the project idea. (If the faculty capstone mentor decides that there is not a good fit, recommendations will be made for a different mentor.) The faculty capstone mentor must approve the topic and plan before the student can move forward.

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

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

Over the course of the student’s final semesters, the student will implement the planned proposal and analyze the results. The final paper will include the needs assessment, a review of literature, theoretic underpinnings for the project, how the project was implemented, and analysis and implications for the future. The final product must be approved by the mentor.

When the project is completed, the student will develop a poster that outlines the project. This poster will be professionally prepared and approved by the 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 program 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.

For specific detailed guidelines, the student is referred to the MSN Capstone online course in Moodle.

**CLINICAL LEARNING CENTER (CLC)**

The Clinical Learning Center (CLC) is 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, and audiovisual, interactive and computer equipment for student and faculty use are all located within the CLC. There is also study space for small groups of students as well as several bedside units for practice and study of nursing skills.

**The CLC is generally open during the academic year from:**

- 9:00 a.m. – 5:00 p.m. on Monday, Wednesday and Friday
- 9:00 a.m. – 9:00 p.m. on Tuesday and Thursday
- 9:00 a.m. – 5:00 p.m. every Saturday when Weekend College is in session.
- CLOSED on Sundays.
- The CLC may close 2 hours earlier than posted times if students have not indicated that they will be using it. Please call prior to coming in to ensure the CLC is open.

Please see the information in Section IV for the policies and procedures related to the CLC.

**MSN STUDENT ADVISING**

A primary goal of advising at Alverno College is to assist the student to become a self-directed learner in professional studies. Faculty advisors provide students with academic information, assist with planning a program of study, and act as a counselor or referral agent for other concerns. It is important for MSN students to initiate and maintain ongoing contact with their faculty advisor throughout the program.

For PMHNP students, the Program Chair and MSN faculty will serve as the primary advisors. For AGCNS students, the AGCNS Program Chair will serve as the advisor. For FNP students, faculty teaching in the MSN program/FNP track will serve as the advisor. For AGPCNP and AGACNP students, the Program chair will serve as the advisor. The advisor will be assigned to the student on admission to the MSN program. The Director of Graduate Nursing Programs 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 students about the MSN program.

Students may contact graduate faculty via the phone or e-mail. In addition, the Director of Graduate Nursing Programs, Program Chairs 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).
STUDENT RESPONSIBILITIES

Course Participation
Alverno faculty believe that knowledge is co-constructed; therefore, regular course attendance and active participation in class, online discussions, and practice are required of all MSN students and essential for successful progression in the program. In addition to scheduled coursework, the student is expected to complete independently scheduled and assigned practicum experiences. Successful progression in the program is dependent, in part, on the student’s consistent demonstration of highly effective communication, social interaction, critical thinking, and problem solving skills.

The MSN curriculum has both traditional and hybrid courses. Both types require class participation. In hybrid courses, students are expected to log into Alverno College online learning systems multiple times during the week, as directed, to fully engage in MSN courses and with peers. On weeks when classes do not meet face-to-face, online and video discussions as well as other learning activities are assigned to ensure that all course content is fully covered and understood. Students have the freedom to do assigned coursework on their own schedule but must ensure that all scheduled due dates are met.

Effective Writing, Speaking and Social Interaction
The Alverno College criteria for effective writing, speaking, and social interaction are included in this handbook (Appendices A, B, and C, respectively). MSN students are expected to consistently demonstrate writing, speaking, and social interaction skills that are contextually appropriate and commensurate with graduate level education. 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 serves as a reference text for this style and may be purchased as other textbooks.

Self-Monitoring
MSN students have primary responsibility for knowing and completing all requirements of the MSN program and their program track (i.e., FNP, CNS, AGPCNP, AGACNP, PMHNP). Therefore, it is important for students to continually self-monitor their progression through the MSN program. All MSN courses have prerequisites and faculty advisors recommend course completion sequence to maximize learning and the professional development of the student.

Engagement in MSN Learning Community
The personal and professional development of MSN students is central to the mission of Alverno College. Toward the achievement of this mission, MSN faculty have identified purposes, which include, but are not limited to, creating a dynamic MSN curriculum and fostering a community of learners. Student engagement is critical to the accomplishment of these purposes; thus, students are encouraged to communicate their personal perspectives on learning and meaningful participation in activities related to MSN courses, program policies, and governance. Students are expected to engage in the MSN learning community by

- attending MSN Brown Bag sessions
- providing feedback to course instructors, the program chairs, and/or Director of Graduate Nursing Program
- volunteering to represent peers when representation is solicited
- completing course, faculty, and program evaluations
- participating in presentations about the curriculum
- participating in recruitment activities
IV. MSN POLICIES AND PROCEDURES

This section of the handbook outlines specific policies that govern student progression in the MSN program and may differ from the general college policies. Health care agencies used for practicum placement may have policies that differ from Alverno’s, and MSN students are accountable for knowing these differences. Failure to comply with any Alverno College or MSN program policy or procedure may result in the student’s placement on academic probation or dismissal from the program.

A student who wishes to request that a policy be waived must submit a written petition that includes rationale for the request to the Graduate Nursing Admissions and Advancement Committee (see Section V). The committee will thoughtfully consider the student’s request and render a decision; all decisions of the committee are considered final.

ABSENCE FROM COURSES AND PRACTICA

POLICY:
Upon enrolling in a course, the MSN student is accountable for all the requirements of that course. Consistent and timely attendance is essential to students’ achievement of course outcomes and required in all theory courses and practica. Students are expected to attend classes and practica on time, and consistent tardiness may be equated to an absence by course faculty. Unless there is an emergency situation, students are responsible to communicate directly with the course faculty and/or the preceptor (as appropriate) about an absence prior to any scheduled class or practicum missed.

Faculty have the responsibility to review and determine a student’s progress based on course outcomes and inform the student if additional requirements must be met as the result of an absence from a class or practicum. In addition, faculty have the responsibility to inform a student whose absence from a class or practicum is jeopardizing continuance in a course. Faculty may advise a student to drop a course or deem the student ineligible to continue attending a course or practicum if the first class or practicum is missed, class or practicum attendance has not been regular or timely, or expectations regarding communication have not been met.

PROCEDURE:
1. The student communicates directly with the course faculty and/or preceptor (as appropriate) about, and prior to, the absence from a scheduled class or practicum. Specific directions regarding the notification of an absence are identified in course syllabi and must be followed by the student.

2. In the event of a student’s absence from a scheduled class or practicum, the course faculty reviews the student’s progress in the course based on the course outcomes. The faculty informs the student if additional requirements must be met as a result of the absence. If the absence is jeopardizing the student’s continuance in the course, faculty notifies the student in writing.

3. If the course faculty determines that a student is ineligible to continue in a course as the result of an absence(s), the faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student’s progression in the MSN program to the Graduate Nursing Admissions and Advancement Committee.

4. Any expenses incurred consequent to fulfilling this policy are the responsibility of the student.
ACADEMIC MISCONDUCT

(Part adapted from Building a Community of Learners: A Community Guide and Student Handbook)

POLICY:
Alverno College MSN students are exposed to a variety of learning styles. In some courses, faculty require students to complete assignments and/or assessments in collaborative small group work sessions; in others, students are required to complete assignments and/or assessments independently. Each approach offers unique opportunities for student learning and both can be stimulating and rewarding. All students are expected to assume personal responsibility for the completion and submission of coursework in accordance with faculty instruction and sound academic principles. This means that as a matter of personal and professional integrity, the student stands behind coursework completed as a contributing member of a team when collaborative work is required; likewise, the student stands behind coursework completed as the individual who thought it through and carried it out when independent work is required.

It is expected that MSN students consistently demonstrate personal and professional integrity in all academic endeavors and nursing practice, including, but not limited to, honest completion of course assignments, performance assessments, and required forms as well as honest accounting of practicum experiences and hours, and honest documentation of client health information in the medical health record. In contrast, academic misconduct is rooted in fraudulence. Some examples of academic misconduct include cheating, plagiarism, misrepresentation, fabrication, and falsification. In all its forms, the academic misconduct of a student constitutes a serious breach in personal and professional integrity, thereby justifying dismissal from the MSN program. Any student engaged in academic misconduct of any type is in jeopardy of dismissal from the MSN program.

Cheating
Cheating is dishonest and deceitful behavior. Examples of cheating include: taking credit for all or part of an assignment that was completed by someone else; copying the answers of another person in the completion of a quiz, assignment, or learning assessment; accessing or using unauthorized resources or concealed information in the completion of a quiz, assignment, or learning assessment; and submitting the same assignment (e.g., a written paper) in more than one course without obtaining explicit prior permission to do so from all course faculty involved.

Plagiarism
It is expected that the student consistently attribute knowledge to its primary source in accordance with the guidelines set forth in the most current edition of the Publication Manual of the American Psychological Association (APA). Plagiarism is the use of intellectual material without acknowledging its source. Whether deliberate or not, direct word-for-word transcription or mosaic (substituting synonyms for another author's words while maintaining the same general sentence structure and meaning), plagiarism constitutes academic misconduct. Self-plagiarism (submitting previously completed coursework [all or part] as new scholarship in a subsequent course) also constitutes academic misconduct. All forms of plagiarism enacted by the student warrant dismissal from the MSN program.

Misrepresentation, Fabrication, and Falsification
Claiming ideas/work that is essentially someone else's constitutes misrepresentation. Failure to identify oneself honestly in any personal or professional situation also constitutes misrepresentation. Representing fabricated or altered information as legitimate constitutes falsification. Like cheating and plagiarism, misrepresentation, fabrication, and falsification are legitimate bases for dismissal from the MSN program. Some examples of academic misconduct by misrepresentation, fabrication, and falsification include:

- reporting and/or documenting client care or treatment as given when in fact it was not;
- failing to report a known situation that could jeopardize client safety or negatively affect client outcomes;
- reporting, thereby taking credit for practicum, volunteer, community/agency/professional conference/continuing education experiences or hours that in fact did not occur; and
- communicating misleading or dishonest information whether verbal or written (e.g., forms required by health care agencies, the College or MSN program, or a course) to a health care agency or its affiliates, or Alverno College administration, faculty, or staff.
PROCEDURE:

1. In all cases where academic misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. Any and all findings of academic misconduct by the student are reported to the Graduate Nursing Admissions and Advancement Committee.

2. Upon receiving a report of student academic misconduct, the Graduate Nursing Admissions and Advancement Committee conducts a review process, investigating the student’s behavior(s) and relative situation, with intent to render recommendations concerning disciplinary action to the Director of Graduate Nursing Programs. Recommendations may include that the student:
   a. receive an “unsatisfactory” in the course for which the work was required,
   b. be given a new equivalent assignment/assessment,
   c. be dismissed from the MSN program and/or the College, or
   d. experience another disciplinary action.

3. The Director of Graduate Nursing Programs will review the Committee’s recommendations and make a final determination. Decisions of the Director are final.

ACCESS FOR STUDENTS WITH DISABILITIES

Current federal legislation (e.g., the Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act) prohibits discrimination against qualified individuals with disabilities in higher education programs. Academically qualified students with disabilities are reasonably accommodated in instruction. In order to maintain consistency in efforts to provide support for students with disabilities, Ms. Colleen Barnett, Student Accessibility Coordinator, has been designated as the College contact to work with students to obtain documentation and identify reasonable and appropriate accommodations. If a student has previously made contact with Ms. Barnett and is eligible for accommodations, an accommodation request memo from Student Accessibility is provided. If a student makes a request for disability-related alterations in the classroom, but does not share this memo, the student is directed to Ms. Barnett. The following statement is included in all MSN syllabi:

\[\textit{Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services please contact:}\]

\[\textit{Colleen Barnett, Student Accessibility Coordinator at colleen.barnett@alverno.edu, or 414-382-6026.}\]

CARDIOPULMONARY RESUSCITATION CERTIFICATION

POLICY:

Current CPR (cardiopulmonary resuscitation)-Healthcare Provider certification obtained through the American Heart Association (AHA) is required of all students. Evidence of certification must be submitted during the student’s first semester in the MSN program and kept current throughout enrollment in the MSN program. Cardiopulmonary resuscitation certification obtained from vendors other than the AHA or in other categories does not meet the program requirement. Students’ CPR certification must be current at the start of each semester and may not expire at any point therein.

Recertification through the AHA is required biannually (every two years). Recertification may be obtained through successful completion of a traditional, in-person, AHA CPR-Healthcare Provider course or through an alternative AHA CPR-Healthcare Provider course that includes online learning plus in-person practice/performance testing components. No other online method of CPR recertification is acceptable. Failure to establish and maintain documented evidence of current CPR-Healthcare Provider certification with CastleBranch.com will result in the placement of a hold on student registration for courses. Once the required evidence is validated by CastleBranch.com the registration hold is removed, and the student is allowed to register for courses.

PROCEDURE:
1. During the students first semester, the student establishes an account with CastleBranch.com using the instructions provided in MSN 600/MSN 600A. CastleBranch.com is the company contracted by the Joann McGrath School of Nursing & Health Professions to facilitate and/or validate student compliance with required caregiver background checks, health requirements, drug screenings, and CPR certification.

2. The student is responsible to maintain record of current AHA CPR-Healthcare Provider certification with CastleBranch.com throughout enrollment in the MSN Program. Failure to do so results in the placement of a hold on student registration by the Registrar. The registration hold is removed and the student is allowed to register for courses after the student submits documented evidence of current AHA CPR-Healthcare Provider certification and it is validated by CastleBranch.com.

3. The student who is unable to meet the requirements for AHA CPR-Healthcare Provider certification due to a physical disability is responsible for AHA CPR theory measured by a written test. A letter from the student’s health care provider explaining why the student cannot obtain AHA CPR-Healthcare Provider certification must be submitted to CastleBranch.com upon entry to the MSN program and/or upon request of the track program chair.

4. All expenses incurred fulfilling the AHA CPR-Healthcare Provider requirement are the responsibility of the student.

5. The student may contact the American Heart Association directly to determine dates, times and locations for CPR Certification Courses.

   - American Heart Association:  
     https://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp or phone 1-877-AHA-4CPR

**CAREGIVER BACKGROUND CHECKS**

**POLICY:**

Congruent with current Wisconsin state law and statues, the Alverno College JoAnn McGrath School of Nursing & Health Professions requires that MSN students complete a disclosure statement and submit to a Wisconsin Caregiver Background check(s), which is conducted by CastleBranch.com. Caregiver background checks are completed for all students every four years. In addition, on an annual basis, all students are required to sign and submit a disclaimer indicating that no new criminal charge(s) have been leveled in the prior 12 months.

The existence of a criminal record does not automatically preclude a student’s clinical placement; rather, each criminal record is considered in view of its relationship to crimes that constitute restrictions or “bars” to clinical placement. Under the law, health care agencies must prohibit the clinical placement of a student, whose caregiver background check reveals criminal records cited as restrictions or bars to employment or educational experiences in health care environments. In addition, the clinical placement of students can also be prohibited based on a health care agency’s criteria regarding criminal background information.
PROCEDURE:

1. During MSN 600/600A and every four years after, the student completes a disclosure statement and submits to the Wisconsin Caregiver Background check through CastleBranch.com.

2. The student who lives or has lived in another state(s), or moved to Wisconsin within the three years prior to admission to the program, must also complete a caregiver background check in that state(s).

3. All information regarding the student’s caregiver background check(s) is kept strictly confidential. In the event of a criminal record(s) posing concern, the student is contacted by the Dean of the JoAnn McGrath School of Nursing & Health Professions and advised accordingly.

4. In the event of a criminal record and upon request, the student is responsible to prepare a letter of explanation to accompany copies of the charge(s) sent by the JoAnn McGrath School of Nursing & Health Professions to requesting health care agencies. The letter must explain the circumstances of the charge(s) and whether there were/are extenuating conditions that could mediate understanding of the situation and suggest that the student’s criminal history is no longer a liability. The student must deliver the letter to the Dean of the School within two weeks of receipt of the request.

5. In collaboration with and as deemed appropriate by the Dean, the student provides additional information as requested by health care agencies.

6. On a yearly basis following completion of the initial caregiver background check(s), all students are responsible to sign and submit a disclaimer to CastleBranch.com, indicating that no new criminal charges have been leveled in the prior 12 months.

CLINICAL EVENT/ERROR/NEAR MISS REPORTING

POLICY:

The Alverno College JoAnn McGrath School of Nursing & Health Professions is committed to fostering the development of professional nursing students in providing safe, quality health care. The Alverno College professional nursing student will be exposed to a variety of clinical practice areas, including but not limited to hospital and community settings. In practicum courses, all faculty require students to provide direct care to clients. At any time in the client care process, potential and actual errors can occur. Reporting of these errors is fundamental to error prevention. In 2000, the Institute of Medicine (IOM) released a report To err is human: Building a safer health system suggesting that preventable adverse events in the hospital were the leading cause of death in the United States. Since then, health care systems and secondary education facilities have become committed to preventing errors. The IOM report emphasized the importance of error reporting by using systems to “provide information that leads to improved safety.” Reporting of a potential error (near-miss), which is an error intercepted prior to reaching the client, is as important as reporting actual errors that have reached the client. Reporting of near-misses can provide valuable information for reducing errors. Analysis of near-miss and error reporting data can lead to an understanding of gaps in the system that may eventually cause client harm.

The Alverno College MSN student will participate in near miss and error identification and reporting in an effort to ensure safe and quality care is being provided to clients. These data will be used in the quality improvement process to identify the root cause of the incident. As patterns emerge from the data analysis, potential School of Nursing or clinical agency changes will be pursued in an effort to ensure the Alverno College JoAnn McGrath School of Nursing & Health Professions students are providing safe, quality client care. In the event that a clinical error was deemed to be intentional or negligent by the MSN student, further disciplinary action will occur – see Professionalism and Academic Misconduct policies in this handbook.

References
Near-Miss Procedure:
1. Identification of a near-miss. This can be by faculty, the MSN student, or practicum agency staff.
2. The practicum faculty will meet individually with the MSN student involved in the near-miss to gather situational data.
3. The practicum faculty will notify the track program chair of near-misses, as appropriate.
4. The practicum faculty will complete a *Near-Miss and Error Report* and submit to the Graduate Nursing Programs in hard-copy or electronic form within 24 hours of the incident.
5. A data analysis on all clinical error and near-miss events will be conducted.
6. Trending reports will be generated per semester and reviewed by the Graduate Nursing Curriculum Committee.
7. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision making body.

Clinical Event/Error Procedure:
1. Identification of an adverse event/error. This can be by the faculty, the MSN student, or practicum agency staff.
2. The practicum faculty member should be notified immediately of all adverse events.
3. The practicum nursing faculty will meet individually with the MSN student involved in the adverse event to gather situational data.
4. The practicum faculty will intervene in the clinical situation to minimize harm to the client.
5. The practicum faculty will notify appropriate clinical agency staff and follow organizational procedure based on the organizational policy.
6. The practicum faculty will notify the track program chair of any adverse event/error.
7. The practicum nursing faculty will complete a *Near-Miss and Error Report* in hard-copy or electronically within 24 hours of the adverse event/error incident.
8. All *Near-Miss and Error Report* will be routed simultaneously by the practicum faculty to the Director of Graduate Nursing Programs.
   a. The Director of Graduate Nursing Programs will determine if any individual action must occur involving the practicum faculty and/or MSN student.
9. The Director of Graduate Nursing Programs will perform data analysis on all clinical error and near miss events.
   a. Trending reports will be generated per semester and reviewed by the Graduate Nursing Curriculum Committee.
   b. Recommendations for quality improvement initiatives will be generated and proposed to the appropriate decision making body.

**CLINICAL LEARNING CENTER (CLC)**

The CLC is a resource for study, practice, and demonstration of professional behaviors as identified in course outcomes. Therefore, the student is 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 CLC. Non-professional behaviors will be reported to the student’s course instructor.

Children who are not part of the validation demonstration **ARE NOT** allowed in the CLC at any time.
PROCEDURE:

1. **Others in the CLC:** The CLC is available for Alverno College nursing students use ONLY. It is not available to other students or children. The student is responsible for make child care arrangements when working and/or practicing in the complex.

2. **Use of equipment outside of the CLC:** Supplies (such as public health bags) and computers are available in the CLC. Other supplies can be signed out of the complex at the request of a clinical instructor. All other equipment is to be used in the CLC and only in the CLC unless the CLC Manager has given the student specific permission to remove it. All equipment must be signed out” by the student.

CONFIDENTIALITY

POLICY:

The 1996 Health Insurance Portability and Accountability Act (HIPAA) articulates that all patients have the right to control who sees their protected identifiable health information. Only the patient and those individuals authorized by the patient may access the patient’s protected identifiable health information. Penalties for violating HIPAA regulations can include civil and/or criminal penalties, with fines up to $250,000 and 10 years imprisonment. MSN students must comply with HIPAA regulations in course-related, employment-related and all other health care settings. In addition, all students are expected to fulfill health care agency-specific HIPAA requirements.

PROCEDURE:

1. The student consistently complies with HIPAA regulations in all health care settings.

2. The student complies with practicum, employer, and other health care agency-specific HIPAA requirements.

3. The student who violates HIPAA regulations is in jeopardy of dismissal from the MSN program.

COPYRIGHT AND FAIR USE

(Adapted from the Alverno College Student Handbook and the Alverno College Library (LibGuides) Copyright Guidelines for Students)

POLICY:

MSN students are expected to comply with copyright law, which in part, governs the rights and opportunities of persons and agencies to use and share copyrighted materials. It is illegal to reproduce copyrighted materials without prior permission of the copyright holder, and college students have been successfully prosecuted for copyright violations.

Violation of copyright law constitutes academic misconduct. Therefore, MSN students must obtain permission from copyright holders prior to reproducing protected works (e.g., text, poetry, novels, journal articles, lyrics, sheet music, CD-ROMs, recorded performances, photos, cartoons, drawings, paintings, videos, movies, software codes, charts, diagrams, conceptual/theoretical models or frameworks, and survey instruments etc.) via the Internet or social media, on posters, and in manuscripts intended for dissemination or publication beyond the classroom.

In some cases, under Fair Use Guidelines, copying of copyrighted material for limited purposes such as commentary, review, critical analysis, or parody does not require that prior permission be obtained from the copyright owner. Fair Use Guidelines allow for the use of approximately 10% of the written text or images of a book or information from a web page for educational coursework. Students can also play excerpts from movies and music in coursework under Fair Use Guidelines.

Much of the material in the Alverno College Library and on the Internet can be used for educational purposes without obtaining prior permission from the copyright holder in accordance with Fair Use Guidelines. Additionally, there are Library resources available to students that have been paid for by the College. Some examples include: databases that offer free music streaming; web-pages that encourage student use; and ARTstor, which offers millions of images and much more. Students are encouraged to regularly visit the College library and web-page for resources and updates. More information about copyright laws and fair use can be found at: http://libguides.alverno.edu/copyrightforstudents/basics
PROCEDURE:
1. The student consistently upholds copyright law, seeking advice from MSN faculty and/or Alverno College librarians.
2. The student obtains and retains written evidence of prior permission to use and reproduce protected materials from the copyright holder.
3. In the event there is concern that a student has violated copyright law, the course faculty is responsible to investigate the concern and meet with the student to ensure that all pertinent information and circumstances are explored prior to determining whether copyright infringement by the student has occurred.
4. If violation of copyright law is jeopardizing a student’s continuance in a course, the course faculty notifies the student in writing.
5. If the course faculty determines that a student is ineligible to continue in a course as the result of an infringement of copyright law, the course faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student’s progression in the MSN program to the Graduate Nursing Admissions and Advancement Committee.

DRESS CODE

POLICY:
Students in the MSN Program are expected to dress in attire that is appropriate to the practice setting. In some cases, a long white lab coat may be required by the clinical agency. Students engaged in a practicum setting other than that of their employer must wear a nametag identifying their status as an Alverno College MSN student.

PROCEDURE:
1. An Alverno College or employer photo ID must be worn by the student while participating in all practicum experiences.
2. The student is required to have communication with preceptor regarding appropriate attire for the practice setting.
3. The student wears a white lab coat if required by the health care agency.

DROPPING COURSES

POLICY:
Students in the MSN program who choose to drop a course are responsible to “officially drop” through the Registrar's Office.

PROCEDURE:
1. The student communicates with the course faculty when considering dropping a course.
2. The student communicates with the faculty advisor when considering dropping a course.
3. The student contacts the Registrar’s office to officially drop a course.
4. All expenses incurred in association with fulfillment of this policy are the responsibility of the student.
DRUG SCREENING

POLICY:
The purposes of the JoAnn McGrath School of Nursing & Health Professions Drug Screen Policy are to comply with regulations of area health care agencies, provide optimal care to patients, and support the profession’s zero tolerance position related to the illicit use of substances. The MSN student must abide by the drug screening policies of the College and each health care agency wherein practicum learning experiences occur.

Drug testing for the JoAnn McGrath School of Nursing & Health Professions is overseen by CastleBranch.com. Initial drug screening occurs after admission to the program, during the first semester. The MSN student must submit authorization allowing a laboratory designated by CastleBranch.com to collect and test a urine specimen for the presence of illicit drugs and verify the results through CastleBranch.com. Random drug screening may be required of a student at any time by course faculty. In addition, the student may be subject to testing per a health care agency affiliation agreement and/or for cause, such as, slurred speech, impaired physical coordination, inappropriate behavior, or pupillary changes. Test results are confidential; only the Dean of the School is notified when drug screen results are positive.

Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, precluding the student from continuing in a course and achieving practicum course outcomes; consequently, the student is dismissed from the MSN program.

The student who tests positive for one or more illicit drugs may not continue in practicum experiences and therefore, cannot meet practicum course outcomes; consequently, the student is dismissed from the MSN program. Students who test positive due to medication prescribed by a health care provider must follow the directions provided by CastleBranch.com for documenting that the drug is legally prescribed. All screening test results are communicated to the Dean of the School and remain confidential.

PROCEDURE:
1. The student is notified by the JoAnn McGrath School of Nursing & Health Professions in advance of the deadline for the initial drug screening.
2. The student receives an email from CastleBranch.com directing how and where to set up an appointment for drug screening.
3. The fee for drug screening is added as a course fee to the student’s tuition bill.
4. The student must provide photo proof of identification upon arriving at the specimen collection site.
5. CastleBranch.com reports drug screen results to the Dean of the School. Results are also available to the student.
6. If the drug screen results are negative, no further action is required.
7. If the drug screen results are positive, the student may not attend practicum experiences. The student is asked to meet with the Dean of the School 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 practicum experiences and consequently, cannot meet practicum course outcomes. Therefore, the student is dismissed from the program. The student may be eligible to retest and apply for readmission to the program if the positive result occurred with the initial screening.
   b. If the results are positive and consequent to a prescribed medication, the student must follow the procedures outlined by CastleBranch.com for documenting health care provider prescribed use of the drug. The decision whether the student can attend practicum experiences is made by the health care agency.
HEALTH REQUIREMENTS

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

The School strongly recommends that students carry health insurance to cover any unforeseen incidents. Students not already covered, may wish to explore coverage available through the College. Student Affairs has this information. Students sign an acknowledgement of this recommendation (see Appendix D, Healthy Insurance Coverage Form).

POLICY:

1. It is the student’s responsibility to submit and maintain accurate and timely health information to CastleBranch.com as required for initial and continued enrollment in the MSN program. Failure to comply with student health policies results in exclusion from practicum sites, being dropped MSN courses, and/or the placement of a hold on future course registration.

2. The student and faculty have the professional responsibility to determine appropriate action(s) when health problems jeopardizing the safety of clients or students are present. When concerns are present, a statement of health status from a student’s health care provider may be required to continue in a course.

Health History, Physical Examination and 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. The student is responsible to submit valid documentation for the following to CastleBranch.com
- Health History and Physical Examination Student Health Record form
- Positive rubella (German Measles), titer or proof of immunization after the age of 12 months
- Immunity to rubeola (Measles) titer or proof of immunization
- Immunity to mumps if born after 1957, titer or proof of immunization
- Varicella (Chicken Pox) titer or proof of immunization
- Hepatitis B vaccine series, titer or proof completed series
- Proof of Influenza vaccination or documentation of medical or religious exemption provided annually each fall. Students should be aware that health care agencies may opt to refuse the practicum placement of students who refuse annual influenza vaccination for any reason.
- Documentation of the results of the annual TB testing: Two-step testing with a TB skin test or a serum QuantiFERON TB Gold Test must be provided. *Students with an initial TB positive skin test must follow up as recommended by their health care provider and documentation of treatment recommendations is required. Those students with a history of a positive TB test must annually complete the Questionnaire for Evaluation of Signs and Symptoms of TB in Nursing Students (available in CastleBranch). Students with symptoms of TB will be referred to their health care provider and documentation of treatment recommendations is required (also see CastleBranch). Clearance by health care provider and clear chest x-ray are required prior to any practicum. Send the “clearance” to the Clinical Coordinator and the chest x-ray to CastleBranch.
- Additional health requirements including immunizations may be required for clinical practice in selected health care agencies.
PROCEDURE:

1. Students’ health history and physical examination (H&P) may be completed by a physician, physician assistant, or an APRN. The H & P must be completed within 6 months prior to and no later than 30 days after enrollment in the MSN Program. Student health data is submitted to the JoAnn McGrath School of Nursing & Health Professions via CastleBranch.com and is confidential and held separate from academic records. It is recommended that students retain copies of all records submitted.

2. Students born prior to 1957 may provide documentation of a positive titer or proof of one immunization for rubeola (Measles). Students born after 1957 may provide documentation of (a) a positive rubeola titer or (b) evidence of two doses of live measles vaccine, one of which must be dated after 1980. Students who have not received measles vaccine previously, receive and provide documentation of one dose of vaccine immediately and a second dose no sooner than 4 weeks later.
   a. Students born after 1957 may provide any of the following as documentation related to mumps: positive mumps titer, evidence of physician diagnosed mumps, or proof of immunization after the age of 1 year.

3. The combined measles, mumps, rubella (MMR) vaccine is recommended for students who need recent documentation of rubella and rubeola immunity to meet health requirements

4. Students who are pregnant and live with or have frequent contact with someone who is immuno-compromised, are advised to consult with their health care provider regarding the safety of immunizations if they are needed.

5. 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. This series must be completed by the end of the student’s first semester and before practicum.

6. Human Immunodeficiency Virus (HIV) – All students are expected to follow CDC’s “Standard Precautions” in all client contacts.

7. Students exposed to the blood or body fluids of an HIV positive client must follow the health care agency’s policy and procedure, as well as those of the School. In collaboration with the track program chair, students are also required to complete an incident report to be filed at Alverno College.

8. Students unable to comply with any of the stated health requirements must contact the Clinical Placement Coordinator in writing to determine a course of action.

PRACTICA

POLICY:

Practicum Hours

All MSN students are required to complete at least 600 post-baccalaureate practicum hours in a nursing practice area of their choosing and that fills track-specific requirements. Practicum hours are conducted with preceptors in practice settings.

Clinical practica in the Alverno College MSN program are designed so that students build and assimilate knowledge for advanced specialty practice. Practicum hours are distributed across three courses. (Students enrolled prior to Fall 2016 have to complete 665 practicum hours and distribute them across four courses.) Practicum hours are defined and described according to professional practice standards for AGCNSs, PMHNPs, FNPs, AGPCNPs, and/or AGACNPs and definitions of direct and indirect advanced practice nursing interventions from the American Nurses Association (ANA).

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, 206; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007; Essentials of Master’s Education in Nursing, AACN, 2011, p. 33).

Choosing a Preceptor and Practicum Site

The MSN student is encouraged to identify a potential practicum site(s) and qualified preceptor(s). The preceptor(s) is knowledgeable in the area in which the student wishes to develop expertise and serves as a role model for the track specialty. The qualified preceptor must also be willing to precept and complete all necessary and required preceptor paperwork, including written student evaluations. The School of Nursing & Health Professions is available to assist with finding appropriate preceptors.

All preceptors for MSN students must be at least Master’s prepared.

Students must comply with all requirements of the practicum site(s).

Demonstration of the required practicum course outcomes must be achieved within the practicum setting. Students are encouraged to select a preceptor and practicum site outside of their current work/department/unit employment setting whenever possible. In the event that the student chooses a practicum site where employed, current employment and practicum hours must be clearly differentiated by the agency involved and the Graduate Nursing Admission and Advancement Committee. It is expected that these learning experiences are related to course outcomes, go above and beyond usual job duties, involve synthesis and expansion of knowledge, and provide systematic opportunities for expert feedback and self-reflection. Some examples of learning activities that constitute MSN practicum hours include:

**MSN practicum and capstone project hours may not run concurrent with the students work hours.**

Alverno MSN students are responsible for initiating an agreement with individual preceptors. MSN students complete the MSN-AGCNS, the MSN-PMHNP, MSN-FNP, MSN-AGPCNP and/or MSN-AGACNP Student Preceptor Request Form (see Appendix G). 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 track program chair.

All preceptor requests must be filed with the Clinical Liaison and Coordinator of Clinical Placements by the Saturday of the 4th 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 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.

The student may not begin practicum hours until:

- the practicum site(s) and preceptor have been formally approved by the course instructor,
- a contract(s) between the practicum site(s) and Alverno College has been secured by the JoAnn McGrath School of Nursing & Health Professions Clinical Placement Coordinator, and
- all prerequisites have been successfully completed, required documentation is submitted, and the student is enrolled in the practicum track course.
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 pre-requisite.

**PROCEDURE:**

1. Prior to the start of the first semester of courses, the student should meet with his/her MSN Program advisor to discuss the student’s plan of study and ANCC certification after graduation.

2. The student is expected to review practicum course outcomes 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 and practicum site rules requires that arrangements for practicum hours be solidified as much as possible prior to the beginning of the semester in which the student plans to enroll in the course.

3. The student completes the required *MSN Student Preceptor Request Form* (see Appendix E) by the Saturday of the fourth weekend of the current semester’s Weekend College (in order for Alverno to secure an appropriate preceptor for the next semester (spring or fall). The students submits the form to the JoAnn McGrath Alverno College School of Nursing & Health Professions Clinical Liaison and Clinical Placement Coordinator, who formalizes the necessary contractual agreement(s) in accordance with agency procedures for practicum placement. **All preceptor requests must be filed with the Clinical Liaison and Coordinator of Clinical Placements. The maximum number of preceptors allowed each semester is two (2) preceptors.**

4. Alverno’s Nursing Clinical Liaison will secure the necessary contract and agency approvals.

5. The appropriate track program chair will approve the preceptor experience.

6. The student and the student’s course faculty will be informed when all arrangements have been approved.

7. Once the course begins, the student may start working toward practicum hours with the selected preceptor.

8. **The student may not begin the practicum hours until the course has begun.**

9. The student is responsible for distributing and reviewing the preceptor folder (provided by course instructors) to each preceptor at the first practicum experience so both the student and the preceptor are aware of responsibilities throughout the semester.

10. Creation of individualized practicum outcomes is a collaborative process involving the student, the preceptor, and the instructor. After reading the course’s practicum description and course outcomes, the student will draft proposed outcomes to be consistent with the course outcomes description. The student should discuss these proposed outcomes with the faculty and preceptor and revise, as indicated. Final approval of the outcomes rests with the faculty. Once the faculty has approved the outcomes, the student shares the final copy with his/her preceptor. The student finalizes the *MSN Practicum Goals Form (Appendix F)* to document the outcomes and secures the preceptor’s signature and curriculum vitae. When the *MSN Practicum Goals Form* is completed, one copy should be given to the preceptor, one to the course faculty, and one kept by the student.

11. The MSN student is responsible for accurately logging all practicum hours and the nature of clinical activities in Typhon, the designated web-based logging system. Typhon documentation is limited to seven days; therefore, the student must complete documentation of clinical activities within 7 days or will not be able to record the experiences.

12. Required practicum hours and documentation will be reviewed by course faculty and approved. If course faculty have any concerns regarding documentation, they will contact the student.

13. Eligibility to extend practicum hours beyond the semester (i.e., during holidays and over summers) depends on sufficient progress in meeting requirements during the usual semester timeframe. The student must contact the course faculty to secure permission.

14. If the student exceeds the requisite requirements for a particular MSN course, the excess hours may not be “banked.”

15. 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.
PROFESSIONALISM

POLICY:
Throughout the MSN Program, students are expected to conduct themselves in a professional manner, in all settings on and off campus when interacting with faculty, staff, peers, and health care agency preceptors and affiliates. Professionalism is identified as an expectation in every MSN course. When student behaviors and/or interpersonal interactions with faculty, staff, peers or preceptors are unprofessional, expectations for professionalism are not met, and the student may be (a) deemed ineligible to continue attending classroom and/or practicum experiences (b) unsuccessful in the relative course despite the quality of other coursework or (c) dismissed from the MSN Program. Expected professionalism of the MSN student is described in Appendix G, Professionalism Rubric - MSN.

PROCEDURE:
1. If the student is observed or reported to have demonstrated unprofessional behavior in or outside any scheduled class or practice experience, the faculty reviews the student’s progress in the course based on the professionalism rubric and notifies the student if unprofessional behavior is jeopardizing the student’s ability to meet course outcomes.
2. If the faculty determines that a student is not eligible to continue in a course as the result of unprofessional behavior, the faculty has the responsibility to notify the student in writing. In addition, the faculty may send recommendations regarding the student’s progression in the MSN program to the Graduate Nursing Admissions and Advancement Committee.
3. Any expenses incurred in fulfillment of this policy are the responsibility of the student.

PROFESSIONAL LIABILITY INSURANCE

POLICY:
The practicing MSN student is in a position of being held liable for personal actions and judgments that occur while working with clients. Commissions and omissions in judgments and actions that are the expected duties and responsibilities of a practicing MSN student can result in litigation.

Students are required to carry professional liability protection throughout enrollment in the program. As a requirement of clinical agencies, Alverno College has procured professional liability insurance coverage that protects each student in the School. This coverage protects the student and the College any time the student is involved with a client or group of clients within the defined MSN student role. This policy does not cover students beyond their MSN student role at Alverno College.

PROCEDURE:
The Business Office adds the cost of professional liability insurance to the MSN student’s total tuition bill, each semester of enrollment, as is required by policy.
SUCCESSFUL, INCOMPLETE, AND UNSUCCESSFUL PROGRESSION

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

The MSN student is expected to complete assigned coursework within the constraints of course calendars. An incomplete (I) progress code is assigned at the discretion of faculty when, due to extraordinary circumstances, a student is prevented from completing all required coursework on time. A student anticipating the need for an “I,” is responsible for initiating the conversation with faculty. Typically, an “I” is assigned when only a minimal amount of work remains to be completed.

In the case of an “I,” the course faculty stipulates the due date for completion of all remaining coursework. An “I” in a prerequisite course must be satisfactorily removed and reported to the Registrar’s Office before the MSN student can begin the subsequent course(s). An “I” in a non-prerequisite course usually must be satisfactorily removed and reported to the Registrar’s Office by the end of the semester immediately following that wherein the “I” was assigned. If all coursework is not completed by the stipulated date, and if no other arrangements have been made with the faculty, the “I” is removed from the student’s academic record, an Unsatisfactory (U) progress code is awarded, and the student is required to repeat the course.

A student with a course progress code of “U” is reviewed by the Graduate Nursing Admission and Advancement Committee and the Alverno College Status of Students Committee and placed on Probation with Warning. A Learning Contract is often subsequently developed. The student must fulfill all requirements of the contract to successfully complete the course on the second attempt and progress the program. A student who is unsuccessful in the same course twice or has unsuccessful outcomes in any two MSN courses is dismissed from the program.

PROCEDURE:

1. All requirements for success in a course are outlined in each nursing course syllabus.
2. If a student is experiencing difficulty meeting course outcomes, the faculty may file a Mid-Semester Progress Report. The student is often asked to self-assess personal learning practices. Drawing on the student’s self-awareness, the student and faculty develop a Learning Contract and timeline as needed. The student is responsible to fulfill all requirements of the contract to successfully complete the course.
3. A student receiving a “U” in one course is placed on Probation with Warning and automatically receives a Mid-Semester Assessment Report in remaining semesters. The student is often asked to self-assess personal learning practices. Drawing on the student’s self-awareness, the student and faculty develop a Learning Contract and timeline as needed. The student is responsible to fulfill all requirements of the contract to successfully complete the course on the second attempt and progress the program.
4. A student receiving a “U” in the same course twice or who has been unsuccessful in any two MSN courses is reviewed by the Graduate Nursing Admission and Advancement Committee.
5. The Committee makes a recommendation for dismissal, which is taken to the Alverno College Graduate Status Committee.
6. The Graduate Status Committee, comprised of members from across the college, make the final decision regarding dismissal.
7. A student who has been dismissed from the college has the right to appeal.
EXTENSION OF MSN PROGRAM COMPLETION

POLICY:
All coursework work must be successfully completed by the MSN student within 7 years of entry to the MSN program. If unable to complete the MSN capstone of study within the required timeframe, the student must submit a request for extension in a letter to the Graduate Nursing Admission and Advancement Committee including a plan and timeline for program completion. The Committee will review the student’s request and communicate a decision.

PROCEDURE:
1. If unable to complete the MSN program of study within the required timeframe, the student submits a written letter requesting extension including a plan and timeline for program completion, to the Graduate Nursing Admissions and Advancement Committee. The request for extension should be submitted as soon as possible and no later than four months prior to the previously anticipated graduation date.
2. The Graduate Nursing Admissions and Advancement Committee reviews the student’s request and academic record, and renders a decision regarding extension of the student’s program completion.
3. The MSN student assumes responsibility for any/all fees or tuition resulting from a program completion extension.

GRADUATION

POLICY:
The student who has successfully completed all required MSN courses (or equivalent), track-specific practicum hours, and the MSN Capstone project is eligible for graduation. Students should anticipate and plan for special expenses associated with graduation.

PROCEDURE:
1. The Registrar’s Office maintains formal course completion records.
2. The JoAnn McGrath School of Nursing & Health Professions maintains documented evidence of preceptor qualifications and completed practicum hours and successful MSN Capstone completion.
3. This student is responsible for maintaining and retaining documented evidence of completed practicum hours.
4. The Registrar’s office notifies students of graduation processes.
5. The student meets financial obligations associated with graduation.
RESPONSIBILITY FOR CONTENTS OF THE
MSN STUDENT HANDBOOK, POLICIES, AND PROCEDURES

POLICY:
The MSN student is responsible to secure and maintain current knowledge of the JoAnn McGrath Alverno College School of Nursing & Health Professions’ Masters of Science in Nursing Student Handbook, Policies, and Procedures. A record of student acknowledgement of securing the Handbook and responsibility for knowing its contents will be maintained in the School office.

PROCEDURE:
1. Approximately each year, the Masters of Science in Nursing Student Handbook, Policies, and Procedures will be reviewed, revised as needed, and uploaded on the Alverno website, www.alverno.edu. The MSN student is responsible for keeping up-to-date on all information, policies and procedures therein; content of the Handbook is subject to change without notice.
2. Upon admission to the MSN program, the student is accountable to obtain and read the Masters of Science in Nursing Student Handbook, Policies, and Procedures, and sign and submit the required attestation of responsibility form (Appendix H) to the School of Nursing & Health Professions.

STUDENT CONFLICT RESOLUTION

POLICY:
All members of the Alverno community are expected to communicate in positive ways to resolve issues and conflicts. Communication and constructive controversy promote increased learning in a collaborative culture, encouraging better problem solving, creativity and involvement, and influencing individuals to view problems and issues from different perspectives and rethink their response. Constructive controversy is most productive in an atmosphere where individuals:

- make every attempt to first resolve conflicts with the person(s) involved;
- value controversy and different viewpoints;
- focus the controversy on ideas and determine the best direction or decision;
- 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; and
- recognize and communicate feelings as they relate to the issues being discussed.

All members of the Alverno academic community are expected to act in ways that contribute to a supportive academic environment. Students, faculty, and staff are expected to use skills in communication, social interaction, and problem solving in positive ways to resolve conflicts. The MSN student is accountable for academic progress using feedback and assessments of faculty and attempting to resolve conflicts with persons involved.
PROCEDURE:

There may be times when the MSN student disagrees with various policies or actions taken by individual faculty or staff members, Graduate Nursing Program Committees, or the JoAnn McGrath School of Nursing & Health Professions leadership. At times students may wish to share opinions in a formal way with the JoAnn McGrath School of Nursing & Health Professions, individual faculty, or staff member. The following procedures have been established to assist students in resolving problems and sharing viewpoints that may arise:

1. Clarify and describe the 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 (faculty, advisor, staff member, or peer) most directly involved with the concern and discuss it using any necessary documents (assignments, assessments, memos, handbook references, syllabi, etc.). If the student cannot resolve the conflict after talking to the person involved, the following steps are pursued:
   a. If the conflict is course related: The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in following the School procedures for conflict resolution.
   b. If the issue is one of academic progression: The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in processing the concern through the Graduate Nursing Admission and Advancement Committee of the School.
   c. If the issue is a viewpoint, opinion, or concern related to the MSN Program: The student clarifies and describes the opinion, viewpoint, issue, concern, and/or request by communication with the track program chair. If in the opinion of the student’s concern is not resolved, the student may write to the Director of Graduate Nursing Programs, providing supporting documentation if appropriate. As with any conflict, the conflict resolution procedures cited above are also available to the student.
   d. If the conflict is related to a situation outside the classroom or School: The student submits a written description of the circumstances to the Dean of the School and 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.

3. If the student has a justifiable basis for not going directly to the person involved, a formal complaint can be made without having made an informal complaint. For more information, the student may contact the Dean of Students.

4. If unsure about how to deal with the situation or if assistance is needed in how to proceed, the student may contact a member of the Student Affairs Staff to get assistance.

TEXT BOOK ORDERS

Alverno is in partnership with MBS Direct to order textbooks. The link for Alverno is: http://direct.mbsbooks.com/bookstore.mbsdirect.net/alverno.htm. When books become live, students will be able to pull up their book list by clicking the link at the bottom of the student’s class schedule in Interactive Online (IOL). A limited selection of textbooks and workbooks printed on campus are also for sale in the A-Store (Bookstore), which is located in Founder’s Hall (FO) Room 154, adjacent to La Verna Commons. For any questions about ordering books, please contact the A-Store at (414) 382-6505.

USE OF ALVERNO COLLEGE TECHNOLOGY

Be Ethical

It is expected that the MSN student accurately identifies self and affiliations; uses the Alverno College name only for official school business; and engages with Alverno College technologies for lawful purposes only.

Be Respectful:

It is expected that the MSN student does not share confidential information; does not send offensive communications or materials; and does not send chain letters, spam, or unsolicited advertisements.

Be Secure:

It is expected that the MSN student does not share personal passwords; changes passwords when prompted; and if using a personal computer, the student ensures that it has anti-virus software.
V. GENERAL INFORMATION

JOANN McGrath SCHOOL OF NURSING & HEALTH SCIENCE PROFESSIONS
MSN PROGRAM COMMITTEE STRUCTURE

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

Graduate Nursing Curriculum Committee (GNCC)
The GNCC is responsible for the development, implementation, and evaluation of graduate nursing course syllabi, learning experiences, and key assessments of student performance that are appropriate to the graduate student's developmental level and congruent with graduate course and program outcomes. The GNCC is also responsible to assure the quality of the graduate program through implementation of the graduate curriculum evaluation plan.

Nursing Advisory Board (NAB)
The NAB is comprised of persons from Southeastern Wisconsin area health care systems, nursing education communities, other employers, and representatives from the other communities of interest. The NAB is responsible to provide advice to nursing faculty about curriculum, course projects and assessments, practice hours/preceptorships, and other issues as brought to the Board.
VI. Appendices
CRITERIA FOR EFFECTIVE WRITING
APPENDIX A

Communication Ability Department
(Adapted for Entering Graduate Students, January 2003, Update 2009)

In a given 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 Gives 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

2. 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

3. 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, utilizes appropriate writing conventions of a given discipline or profession.
4. 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.

5. 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.

6. 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

7. 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 SPEAKING
APPENDIX B
Communication Ability Department
(Adapted for Entering Graduate Students, January 2003, 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 the audience through VERBAL EXPRESSION (work 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

©Copyright 1973, 77, 80, 82, 84, 86, 88, 95, 98, 06, 15, 2016
Alverno College Productions, Milwaukee, Wisconsin.
All rights reserved under U.S., International and Universal Copyright Conventions
4. Connects with the 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 the 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 the 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 SOCIAL INTERACTION
APPENDIX C

Social Interaction Department
(Adapted for Entering Graduate Students, August 2004)

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
I understand that it is strongly recommended that Masters in Science nursing students carry health insurance to cover any unforeseen incidents that might be experienced during clinical practicums. I further understand that coverage is available at a reasonable cost through Alverno College. (Information regarding that coverage is available through the Student Affairs Department located in FO 119.)

PRINT YOUR NAME

___________________________________________________________________________

SIGNATURE                                      DATE
~ All MSN-CNS students are required to complete 600 practice hours total; 200 hours required in each clinical course
~ The preferred preceptor for CNS students is a CNS, see graduate handbook for details
~ Per requirement for clinical agencies, Alverno faculty must coordinate and negotiate student placement
~ Submit request to: Moodle – MSN Preceptor ongoing class – under CNS Requests for the upcoming semester
~ If making any changes after initial submission or any questions please:
  Email becca.skidmore@alverno.edu or call Becca at (414) 382-6278

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

*Submission of this form does not guarantee approval of your preceptor*

### STUDENT INFO

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone number:</td>
<td>Home address:</td>
</tr>
<tr>
<td>Current employer:</td>
<td>Type of area employed in:</td>
</tr>
<tr>
<td>Semester for this preceptor request:</td>
<td>Course:</td>
</tr>
<tr>
<td>Past clinical site info (if in 701P and/or 730P):</td>
<td></td>
</tr>
</tbody>
</table>

### PRECEPTOR REQUEST INFO

<table>
<thead>
<tr>
<th>Preceptor Name:</th>
<th>Credentials (NP, MD, DO, PA):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Site Name:</td>
<td>Clinical Affiliation (i.e. Aurora):</td>
</tr>
<tr>
<td>Clinical Site Address:</td>
<td></td>
</tr>
<tr>
<td>Preceptor Email:</td>
<td>Preceptor Clinic Phone #:</td>
</tr>
<tr>
<td>Type of patient population this provider sees on a daily basis:</td>
<td></td>
</tr>
<tr>
<td>Copy of CV/Resume attached:</td>
<td>Yes</td>
</tr>
<tr>
<td>If No answered, complete below ➔</td>
<td></td>
</tr>
<tr>
<td>☐ CV/Resume is already on file at Alverno</td>
<td>☐ I will obtain a copy ASAP and email to <a href="mailto:becca.skidmore@alverno.edu">becca.skidmore@alverno.edu</a> for review</td>
</tr>
</tbody>
</table>

☐ I CURRENTLY DO NOT HAVE A PRECEPTOR PICKED OUT AND NEED HELP FINDING ONE

What I have done to search so far (email, phone calls, asked friends/coworkers/family): |

Preceptors/Clinical Affiliations I have asked so far: |

Preceptor/Site that I am waiting for final approval from: |
AGACNP or AGPCNP
MSN-ADULT/GERO STUDENT PRECEPTOR REQUEST FORM

~ All MSN-Adult/Gero students are required to complete 600 practice hours total; 200 hours required in each clinical course
~ The preferred preceptor for Adult/Gero students is an Adult/Gero NP, see graduate handbook for details
~ Per requirement for clinical agencies, Alverno faculty must coordinate and negotiate student placement
~ Submit request to: Moodle – MSN Preceptor ongoing class – under Adult/Gero Requests for the upcoming semester
~ If making any changes after initial submission or any questions please: Email becca.skidmore@alverno.edu or call Becca at (414) 382-6278

*Early submission of your request is critical to securing an appropriate preceptor and meeting agency deadlines
Submission of this form does not guarantee approval of your preceptor*

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<td>Student Name:           Date:</td>
</tr>
<tr>
<td>Phone number:    Home address:</td>
</tr>
<tr>
<td>Current employer:    Type of area employed in:</td>
</tr>
<tr>
<td>Semester for this preceptor request:    Course: □ 644P □ 645P □ 646P</td>
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<td>Past clinical site info (if in 645P or 646P):</td>
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<td>Preceptor Clinic Phone #:</td>
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<tr>
<td>Type of patient/patient population this provider sees on a daily basis:</td>
</tr>
<tr>
<td>Copy of CV/Resume attached: □ Yes □ No</td>
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<td>If No answered, complete below →</td>
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What I have done to search so far (email, phone calls, asked friends/coworkers/family):

Preceptors/Clinical Affiliations I have asked so far:

Preceptor/Site that I am waiting for final approval from:
All MSN-FNP students are required to complete 600 practice hours total; 200 hours required in each clinical course. The preferred preceptor for FNP students is a FNP, see FNP Preceptor Information Sheet for details; 51% of your hours need to be completed with a NP. Per requirement for clinical agencies, Alverno faculty must coordinate and negotiate student placement. Submit request to: Moodle – MSN Preceptor ongoing class – under FNP Requests for the upcoming semester. If making any changes after initial submission or any questions please: Email becca.skidmore@alverno.edu or call Becca at (414) 382-6278.

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

Submission of this form does not guarantee approval of your preceptor.

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<td>Type of area employed in:</td>
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<td>Past clinical site info (if in 625P or 626P):</td>
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### PRECEPTOR REQUEST INFO

| Preceptor Name: | Credentials (NP, MD, DO, PA): |
| Clinical Site Name: | Clinical Affiliation (i.e. Aurora): |
| Clinical Site Address: | |
| Preceptor Email: | Preceptor Clinic Phone #: |
| Type of patient/patient population this provider sees on a daily basis: |

Copy of CV/Resume attached: □ Yes □ No If No answered, complete below →

□ CV/Resume is already on file at Alverno □ I will obtain a copy ASAP and email to becca.skidmore@alverno.edu for review

□ I CURRENTLY DO NOT HAVE A PRECEPTOR PICKED OUT AND NEED HELP FINDING ONE

What I have done to search so far (email, phone calls, asked friends/coworkers/family):

Preceptors/Clinical Affiliations I have asked so far:

Preceptor/Site that I am waiting for final approval from:
~ All MSN-PMHNP students are required to complete 600 practice hours total; 200 hours required in each clinical course; one clinical semester inpatient highly recommended
~ The required preceptor for PMHNP students is a PMHNP or psychiatrist, see PMHNP Preceptor Information Sheet on Moodle for additional guidelines
~ Per requirement for clinical agencies, Alverno faculty must coordinate and negotiate student placement
~ Submit request to: Moodle – MSN Preceptor ongoing class – under PMHNP Requests for the upcoming semester
~ If making any changes after initial submission or any questions please:
  Email becca.skidmore@alverno.edu or call Becca at (414) 382-6278

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

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<tr>
<td>Semester for this preceptor request:</td>
<td>Course: □ 634P □ 635P □ 636P</td>
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<td>Past clinical site info (if in 635P and/or 636P):</td>
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**I CURRENTLY DO NOT HAVE A PRECEPTOR PICKED OUT AND NEED HELP FINDING ONE**

What I have done to search so far (email, phone calls, asked friends/coworkers/family):

Preceptors/Clinical Affiliations I have asked so far:

Preceptor/Site that I am waiting for final approval from:
MSN PRACTICUM GOALS FORM

APPENDIX F

I, ___________________________________________ agree to precept ___________________________________________
(Preceptor’s Name) (*Student’s Name)
during his/her practice hours during the ___________________________ (Fall/ Spring) 20__ semester
(circle semester) (enter year)

I am aware that this will entail 200 practice hours during which the student will engage in the
Application ______________________________________________________

Name of the Practice Site for these hours: ______________________________________________________

Name the Specific 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 SEMESTER 200 PRACTICUM HOURS
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: ________________________________________________________________

_________________________  ___________________________
(Preceptor Signature & Credentials)  (Preceptor Title)

(Student’s 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 JoAnn McGrath School of Nursing & Health Professions.
# PROFESSIONALISM RUBRIC - MSN

## APPENDIX G

**Student Name:**

**Course:** MSN

**Date:**

**Faculty Name:**

**Semester:**

<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: Director of Graduate Nursing Programs

Student File
By signing this statement, I acknowledge that I have received the *MSN Student Handbook, Policies, and Procedures* and I am responsible for the contents.

PRINT YOUR NAME

SIGNATURE DATE