Master of Science in Nursing
Student Handbook

AY 2016-2017
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Introduction

The Master of Science Degree in Nursing (MSN) Handbook is designed to supplement the Alvernia University Graduate Catalog. It has been prepared with policies specific to the Nursing Department. Copies of the Graduate Student Handbook and MSN Handbook are available on the Alvernia University website.

The policies contain essential requirements in the preparation of the advance practice nurse both academically and clinically in accord with the Mission of Alvernia University, the outcomes of the MSN Program, and the outcomes proposed by professional nursing standards.

The contents of this Handbook are provided for the information of the student. It is accurate at the time of printing, but is subject to change as deemed appropriate by the University in order to fulfill its role and mission or by a professional nursing organization specifically impacting the MSN Program. Changes may be implemented without prior notice and without obligation, and, unless specified otherwise, are effective when made.

Students are required to read this Handbook upon matriculation in the MSN Program. A signed statement by the student that he/she received a Handbook will be maintained in the student file.
I. Organization

Accreditations and Approvals

The MSN Program has approval from the Department of Education for the Commonwealth of Pennsylvania and meets all accreditation standards for the Commission on Collegiate Nursing Education (CCNE).

Nursing Department Mission Statement

The Nursing Programs are designed to function within the overall educational framework and in accord with the Mission Statement of Alvernia University. The Programs provide students with an education in the Catholic intellectual tradition, combining liberal arts, professional education, and ethical values. Learning takes place within a caring Franciscan environment, emphasizing respect for the dignity of all human beings and the call to serve others. Christian values are blended with the professional competence to provide the student with knowledge and skills to serve in health care settings with diverse populations. Faculty and students work together to increase understanding of each other and clients with different cultural backgrounds and perspectives. Graduates are prepared to be reflective practitioners with high moral integrity, engaged in lifelong learning.

Alvernia Nursing Program Outcomes

1. Prepare learners for evidence-based, clinically competent professional practice that serves diverse populations within a rapidly changing healthcare practice and delivery system.
2. Develop professional nurses to contribute to the discipline through practice, research, education, and leadership.
3. Serve regional communities by educating nurses at the general or graduate levels.
4. Demonstrate an appreciation of the role Catholic Franciscan values play when addressing the spiritual needs of clients, patients, families, and interdisciplinary team members.

Nursing Education and Nursing Leadership and Healthcare Administration

The MSN graduate is prepared for advanced roles in nursing education or administration positions based on completion of a master’s degree that promotes excellence in the nursing profession. The Nursing Education track prepares the MSN graduate to practice as a nurse educator in a health-care facility or a pre-licensure educational program at baccalaureate, associate degree, and hospital diploma-based programs. Students develop expertise in curriculum development and implementation, instructional skills and strategies, the development and use of educational technology, and educational assessment and evaluation.
The *Nursing Leadership and Healthcare Administration* track prepares the MSN graduate to practice as a nurse manager or executive in the healthcare system. Students develop competencies in understanding the delivery of healthcare from a regional, national, and global perspective, key concepts of business management, budgeting processes, management of human resources, tools and strategies to manage quality initiatives, and how to develop and implement a strategic plan to attain performance excellence.

Specific knowledge, skills and attributes of the MSN program are organized into seven outcome areas:

1. Evidence-based nursing theory and practice  
2. Information management and technology skills  
3. Organizational leadership  
4. Quality and performance improvement  
5. Health Policy and advocacy  
6. Ethical considerations in advanced practice roles  
7. Interprofessional communication and collaboration

**Student Learning Outcomes**

1. Demonstrate specialized knowledge as nurse educators or nurse administrators.  
2. Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making.  
3. Integrate ethical standards across a wide range of advanced practice roles and settings.  
4. Demonstrate characteristics of effective leadership in nursing education or administrative settings.  
5. Communicate effectively to a variety of audiences and settings.

Graduates of the MSN Program may be eligible to apply for certification through various national accrediting programs.
Professional Standards and Guidelines

The MSN Program is based on national standards as outlined in the following documents: The Essentials of Masters Education for Professional Practice (AACN, 2011); The Scope of Practice for Academic Nurse Educator (NLN, 2012); Institutes of Medicine Health Professions Education: A Bridge to Quality (IOM, 2003); Nurse Executive Competencies (AONE, 2015) and, American Nurses Association Code of Ethics (ANA, 2015).

Ethics

Statement of Mission and Values in Academic Life
The Nursing Department supports the Alvernia University Statement of Mission and Values in Academic Life. This is in conjunction with the professional nursing standards of conduct.

- Franciscan higher education provides a value system seeking integration of all academic disciplines and a curriculum that acknowledges these values as a transforming force in the light of the Gospel.
- Those who acknowledge this value system also recognize that we are to be “in relationship” with all our brothers and sisters in respectful, loving and compassionate concern for each other.

Therefore, we

- Support peace and non-violence by respecting diversity and affirming the dignity of everyone in our University community.
- Practice civility and courtesy in our daily conversation and behaviors.

In light of the issues raised and understanding that the solution lies primarily in our living according to the Franciscan values we support, the Alvernia University faculty should continue to explore creative opportunities for integrating our core values and the mission statement into academic life thereby recognizing moral development across the curriculum as a priority at the University.

Code of Ethics and Professional Conduct Standards
The MSN Program adopts the American Nurses Association (ANA, 2015) Code of Ethics and the Professional & Vocational Standards (Title 49, Chapter 21), Pennsylvania Code (July 4, 2015) as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN student is an agreement to uphold the trust with which society has placed in us. The statements of the Code and Standards provide guidance for the RN student in the personal development of an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

Reviewed Annually; Revised 6/15
Sigma Theta Tau – International Nursing Honor Society

Graduate Membership Criteria for Sigma Theta Tau International (STTI) Upsilon Zeta Chapter #460 at Alvernia University is by invitation only. For the graduate student, membership eligibility is determined by participation in an accredited program of post-baccalaureate study in nursing including master, post-master, doctoral and post-doctoral studies, and/or through nursing leadership within the community. Students must have a demonstrated record of academic achievement, academic integrity and professional leadership potential. Those who have achieved such excellence and would be eligible for membership as determined by the current By-Laws of STTI and Chapter #460 will be notified during the annual Upsilon Zeta induction cycle and may accept membership at that time by following the membership application procedure.

Further information on Sigma Theta Tau may be found online at www.nursingsociety.org.
II. Curriculum

Program Structure: Schematic Drawing

**MSN PROGRAM**
Nursing Leadership and Healthcare Administration
And Nursing Education

**NURSING LEADERSHIP AND HEALTHCARE ADMINISTRATION TRACK**

- **NUR 515**
  Effective Leadership in Healthcare Organizations
  (Taught by: Nursing Dept.)

- **NUR 528**
  Financial Management for Healthcare Leaders
  (Taught by: Business Dept.)

- **NUR 535**
  Human Resources Management in Healthcare
  (Taught by: Business Dept.)

- **NUR 626**
  Leadership in Advanced Administrative Practice Roles
  (Taught by: Nursing Dept.)

- **NUR 635**
  Health Policy, Politics and Advocacy
  (Taught by: Nursing Dept.)

**CORE COURSES FOR BOTH TRACKS**

- **COR 520**
  Ethics and Moral Leadership

- **NUR 550**
  Professional Nursing Theory and Research

- **NUR 570**
  Healthcare Informatics

- **NUR 611**
  Interprofessional Collaboration: Leadership Skills to Increase Cultural Competency

- **NUR 633**
  Evidence Based Practice to Improve Population Health

- **NUR 643**
  Educational and Administrative Strategies in Nursing Practice (Practicum)

**ROLE SYNTHESIS CAPSTONE**

- **NUR 651**: Nurse Educator
- **NUR 692**: Nursing Leadership

**NURSING EDUCATION TRACK**

- **NUR 630**: Advanced Health Assessment

- **NUR 540**: Advanced Pathophysiology/Pharmacology

- **NUR 560**: Policy and Curriculum

- **NUR 690**: Measuring Educational Outcomes

- **NUR 620**: Evidence Based Teaching Practice

Reviewed Annually, Revised 6/14
**Program Structure: Nursing Education Track**

The 36-credit *MSN Program Nursing Education* track is designed for professional nurses who are seeking a career in nursing education. In this track students will learn about instructing pre-licensed nursing students in classroom, clinical, and nursing simulation lab settings, teaching new and experienced RN’s new skills in staff development positions, and planning innovative strategies to facilitate the learning process. An in-depth study in the area of nursing education and a selected clinical practice focus are required. Application of theory and research principles is evidenced in a capstone project.

**Interdisciplinary Course (3 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COR 520</td>
<td>Ethics and Moral Leadership</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Nursing Practice Courses (6 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 530</td>
<td>Advanced Health Assessment</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 540</td>
<td>Advanced Pathophysiology/Pharmacology</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Nursing Education Courses (9 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 560</td>
<td>Policy and Curriculum</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 630</td>
<td>Measuring Educational Outcomes</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 640</td>
<td>Evidence-Based Teaching Practice</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Core Nursing Education and Nursing Leadership Courses (18 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 550</td>
<td>Professional Nursing Theory and Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 570</td>
<td>Healthcare Informatics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 611</td>
<td>Interprofessional Collaboration:</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Leadership Skills to increase Cultural Competency</td>
<td></td>
</tr>
<tr>
<td>NUR 633</td>
<td>Evidence-Based Practice to Improve</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Population Health</td>
<td></td>
</tr>
<tr>
<td>NUR 643</td>
<td>Educational and Administrative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies in Nursing Practice (Practicum)</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 651</td>
<td>Nurse Educator Role Synthesis: Capstone*</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

*Take in final 12 credits*
Course Descriptions for Nursing Education

INTERDISCIPLINARY

Ethics and Moral Leadership
COR 520
3 credits
Moral Leadership introduces students to a philosophy of education that will provide the skills necessary to assume a prominent place in shaping the vision, mission and activities of their employers and professions. This course also is designed to help students study the importance of systematic reform of political, economic and social services, in remedying the problems that plague urban school systems, social services and society generally. It will also help the student understand the importance of openness to new analyses and strategies for change in addressing social problems.

NURSING PRACTICE

Advanced Health Assessment
NUR 530
3 credits
This course includes physical and psychological assessment of individuals across the lifespan, and strategies for health promotion. Comprehensive data collection includes history taking, assessment of signs and symptoms, and physical examination techniques. Critical thinking skills and transcultural nursing issues are integrated. Special attention is given to techniques used by nurse educators to teach assessment skill mastery to others. This course encompasses didactic and laboratory hours. No practicum hours are required. Prerequisite: Basic health or physical assessment course or permission

Advanced Pathophysiology and Pharmacology
NUR 540
3 credits
This course expands upon basic knowledge of pathophysiology and pharmacology to provide a more in-depth understanding of human responses to interventions. Integrates best current evidence for effective health care management. Students will demonstrate assimilation of technology and information literacy to access ever-changing research integration of best practices and apply findings to case studies or simulations. No practicum hours are required.

NURSING EDUCATION

Policy and Curriculum
NUR 560
3 credits
This course is an introduction to curriculum development and analysis based on health trends and standards of care. The course explores organizational, community and government contexts in which nursing education takes place. As well it analyzes effect of government and institutional policies on health care and nursing education. Students prioritize health needs of diverse populations in curriculum development. Change theory is applied to nursing education through an application project.

Initial: 1/2009; Reviewed Annually; Revised 6/12, 6/13, 6/14
Measuring Educational Outcomes
NUR 630
3 credits
In this course evaluation strategies for clinical, laboratory and classroom nursing education are explored. Comparison of various methods of measuring student safety in skills and clinical performance are introduced. An in-depth review of objective test construction using sound measurement principles is performed. Correlation of national standards for nursing education with appropriate program evaluation measures is performed. Students practice reflective self and peer evaluations in relation to professional role development as a nurse educator.

Evidence-Based Teaching Practice
NUR 640
3 credits
This course introduces theoretical and evidence based approaches in nursing education. Pedagogical methods are explored to develop student thinking, clinical competence, and professional behavior. Teaching strategies geared toward culturally and demographically diverse learner populations are integrated. Explores the role of nursing faculty in a variety of settings and prepares educators for integration of technology in teaching across the curriculum.

This course contains 20 hours of a direct care component.* It includes approximately 8 hours in the clinical laboratory and 12 hours of teaching observation hours in addition to didactic hours.

CORE COURSES FOR NURSING EDUCATION

Professional Nursing Theory and Research
NUR 550
3 credits
This course builds upon knowledge of basic quantitative and qualitative research methods to develop a more sophisticated ability to analyze scholarly literature in nursing and health care. Theories, concepts and ethical considerations driving contemporary health research are examined. Students will demonstrate a high level of information literacy in a synthesis of literature and research proposal. This course contains 20 hours of a direct care component.*

Healthcare Informatics
NUR 570
3 credits
This course provides the framework for graduate nursing students to enhance their knowledge and skills in the use of nursing informatics and healthcare technology. Emphasis is placed on the technology based healthcare applications and the nurse’s role in effectively managing information that impacts nursing care delivery, safety, and outcomes. Students will apply knowledge and skills from nursing science, computer science, and information science to develop leadership competencies to successfully support evidence-based clinical practice and administrative, educational, and research decision making for safe and quality care.
Interprofessional Collaboration: Leadership Skills to Increase Cultural Competency  
NUR 611  
3 credits  
This course is designed to provide a foundation for interprofessional collaborative services. Students in the health professions will intentionally collaborate via interprofessional learning activities to achieve the common goal of a safer and better patient/client-centered and community/population oriented health care system. Interprofessional education will explore the origins, practices and ethical standards of the participating health care professions. Issues for culturally responsive health care will be explored and interprofessional leadership strategies will be used to address problems of health care inequality and injustice.

Evidence-Based Practice to Improve Population Health  
NUR 633  
3 credits  
Students will apply client-centered, culturally appropriate concepts in the assessment, planning, delivery, and evaluation of evidence-based health care services given to diverse individuals, families, and aggregate populations. Through direct and indirect nursing care components, students will use epidemiological, social, and environmental data to analyze client health status and formulate interventions to promote and preserve health. National health goals and professional standards will be examined as well as the importance of interdisciplinary collaboration. This course contains 20 hours of a direct care component.*

Educational and Administrative Strategies in Nursing Practice  
NUR 643  
3 credits  
This course includes a practicum experience in nursing education or administration roles and settings. Students will demonstrate advanced knowledge and skill in working with technology enriched pedagogical or management methods and apply current evidence-based practices within nursing education or administration practice. The student will recognize the influence of teaching or leadership/management styles, interpersonal interactions, professional communication and cultural contexts on quality outcomes in the relevant practices setting. This course requires approximately 100-hours in a practicum experience with a current nurse educator(s) or nurse administrator(s). Generally take in final 12 credits.

Nurse Educator Role Synthesis: Capstone  
NUR 651  
3 credits  
The Nursing Education Capstone course reflects a culmination in advanced education to synthesize knowledge and skills acquired throughout the MSN Program. The Capstone is a faculty guided scholarly project. It provides evidence of students’ critical thinking and ability to translate research into practice on clinical health care topics essential to the nurse educator role.

Course is taken in the final 12 credits of the MSN Program.  
Seminar: Varies to meet group/individual needs (Typically three sessions)  
Faculty Advisement: Varies to meet individual needs (Typically two contacts/sessions per month)  
Project Implementation: Approximately 100 hours that includes 20 hours of a direct care component
Strategy for Success: As students move through the program, topics for the Capstone may evolve. When applicable, students may benefit from examining the literature specific to a potential Capstone topic.

Direct Care Component: This course contains 20 hours of a direct care component.*

*Explanation of a Direct Care Component

To address The Essentials of Master’s Education, students in the Nursing Education track complete 80 hours of a direct care component. Faculty designated four courses as having a direct care component either through assignments or practicum experiences. The courses are: NUR 550 (Core Course) NUR 633 (Core Course), NUR 640 (Nursing Education Course), and NUR 651 (Core Course).

A direct care component provides opportunities for students to demonstrate a greater depth and breadth of knowledge and a greater synthesis of data of a topic within their own area of clinical specialty. Faculty operationalized direct care hours as the following: two hours of direct care is equal to one hour of class time. For example: In a three-credit course with a direct care component, 32 hours are face-to-face or on-line sessions and 20 hours are direct care hours (2:1 for a direct care component).

According to the AACN (2011), “a direct care component 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 variety of settings, including acute and critical care, long-term care, home health, community-based settings, and educational settings.” (The Essentials of Master’s Education, p. 33)
Program Structure: Nursing Leadership and Healthcare Administration Track

The 36-credit *MSN Program Nursing Leadership and Healthcare Administration* track is designed to develop qualities and skills to be effective nursing leaders within local, regional, or national healthcare settings. Students in this track are prepared to be an integral member and leader of decision-making teams. An in-depth study in the area of nursing leadership and administration is required. Application of theory and research principles is evidenced in a capstone project.

**Interdisciplinary Course (3 credits)**
- COR 520 Ethics and Moral Leadership 3 credits

**Nursing Leadership and Healthcare Administration Courses (15 credits)**
- NUR 515 Effective Leadership in Healthcare Organizations 3 credits
- NUR 525 Financial Management for Healthcare Leaders 3 credits
- NUR 535 Human Resources Management in Healthcare Organizations 3 credits
- NUR 625 Leadership in Advanced Administrative Practice Roles 3 credits
- NUR 635 Health Policy, Politics and Advocacy 3 credits

**Core Nursing Education and Nursing Leadership Courses (18 credits)**
- NUR 550 Professional Nursing Theory and Research 3 credits
- NUR 570 Healthcare Informatics 3 credits
- NUR 611 Interprofessional Collaboration: Leadership Skills to Increase Cultural Competency 3 credits
- NUR 633 Evidence-Based Practice to Improve Population Health 3 credits
- NUR 643 Educational and Administrative Strategies in Nursing Practice (Practicum) 3 credits
- NUR 652 Nursing Leadership Role Synthesis: Capstone* 3 credits

*Take in final 12 credits

Reviewed Annually; Revised 6/14
Course Descriptions for Nursing Leadership and Healthcare Administration

INTERDISCIPLINARY

Ethics and Moral Leadership 3 credits
COR 520
Ethics and Moral Leadership introduces students to a philosophy of education that will provide the skills necessary to assume a prominent place in shaping the vision, mission and activities of their employers and professions. This course also is designed to help students study the importance of systematic reform of political, economic and social services, in remedying the problems that plague urban school systems, social services and society generally. It will also help the student understand the importance of openness to new analyses and strategies for change in addressing social problems.

NURSING LEADERSHIP AND HEALTHCARE ADMINISTRATION

Effective Leadership in Healthcare Organizations 3 credits
NUR 515
This course prepares students to utilize leadership knowledge and skills from evidence-based practice that reinforce ethical and critical decision making such as collaboration, negotiation, delegation, and coordination within inter-professional teams in the healthcare environment. Change theory, systems theory, and leadership styles related to healthcare as well as safety and quality assurance, and positive healthcare outcomes are threaded throughout this course.

Financial Management for Healthcare Leaders 3 credits
NUR 525
This course is designed to enhance the graduate nursing student’s ability to understand accounting and financial information utilized in the healthcare industry. Students will be introduced to financial and managerial accounting utilized in a healthcare setting. In addition, students will learn concepts related to basic financial analysis as well as budget planning. Finally, students will be introduced to long term financing options utilized in today’s healthcare setting.

Human Resources Management in Healthcare Organizations 3 credits
NUR 535
This course explores the interaction between leadership in health care organizations and human resources (HR), specifically designed for graduate nursing students. Traditional HR topics will be presented with an emphasis placed on an understanding of how this information interfaces with line management. Topics presented encompass the legal framework of HR, processes and policies of human resource management, such as recruitment, selection, talent management, compensation, and collective bargaining.
Leadership in Advanced Nursing Administrative Practice Roles 3 credits
NUR 625
This course focuses on the leadership role of advanced nursing administrative practice in developing, implementing, and evaluating initiatives to create high performance organizations, and manage and improve organizational practices and outcomes. It is designed to provide students with opportunities to critically examine the role of nurse leaders and issues they may encounter. This course prepares nursing graduate students in nursing administrative positions to set a vision for change, create a culture of innovation, and reshape organizations to be adaptable and flexible in today’s rapidly changing and complex health system.

Health Policy, Politics, and Advocacy 3 credits
NUR 635
This course provides an overview of health care policies and the roles that nurses play in the changing context of health care systems, the advocacy strategies which shape health care policy decisions that advance social justice practices, and the decision-making process to improve the quality of health care delivery systems. Students will analyze and apply research that shapes local, national, and global health care policies within complex health care systems. Emphasis will be placed on the development of knowledge and skills needed to design health care policies and recognize the influences of economic, socio-political, and other forces on policy formation, implementation, and modification to redesign health care.

**CORE NURSING EDUCATION AND NURSING LEADERSHIP**

Professional Nursing Theory and Research 3 credits
NUR 550
This course builds upon knowledge of basic quantitative and qualitative research methods to develop a more sophisticated ability to analyze scholarly literature in nursing and health care. Theories, concepts and ethical considerations driving contemporary health research are examined. Students will demonstrate a high level of information literacy in a synthesis of literature and research proposal.

Healthcare Informatics 3 credits
NUR 570
This course provides the framework for graduate nursing students to enhance their knowledge and skills in the use of nursing informatics and healthcare technology. Emphasis is placed on the technology based healthcare applications and the nurse’s role in effectively managing information that impacts nursing care delivery, safety, and outcomes. Students will apply knowledge and skills from nursing science, computer science, and information science to develop leadership competencies to successfully support evidence-based clinical practice and administrative, educational, and research decision making for safe and quality care.
Interprofessional Collaboration: Leadership Skills to Increase Cultural Competency
NUR 611 3 credits
This course is designed to provide a foundation for interprofessional collaborative services. Students in the health professions will intentionally collaborate via interprofessional learning activities to achieve the common goal of a safer and better patient/client-centered and community/population oriented health care system. Interprofessional education will explore the origins, practices and ethical standards of the participating health care professions. Issues for culturally responsive health care will be explored and interprofessional leadership strategies will be used to address problems of health care inequality and injustice.

Evidence-Based Practice to Improve Population Health
NUR 633 3 credits
Students will apply client-centered, culturally appropriate concepts in the assessment, planning, delivery, and evaluation of evidence-based health care services given to diverse individuals, families, and aggregate populations. Through direct and indirect nursing care components, students will use epidemiological, social, and environmental data to analyze client health status and formulate interventions to promote and preserve health. National health goals and professional standards will be examined as well as the importance of interdisciplinary collaboration.

Educational and Administrative Strategies in Nursing Practice
NUR 643 3 credits
This course includes a practicum experience in nursing education or administration roles and settings. Students will demonstrate advanced knowledge and skill in working with technology enriched pedagogical or management methods and apply current evidence-based practices within nursing education or administration practice. The student will recognize the influence of teaching or leadership/management styles, interpersonal interactions, professional communication and cultural contexts on quality outcomes in the relevant practices setting. This course requires approximately 100-hours in a practicum experience with a current nurse administrator(s) or educator(s).

Nursing Leadership Role Synthesis: Capstone
NUR 652 3 credits
The Nursing Leadership and Healthcare Care Administration Capstone course reflects a culmination in advanced education to synthesize knowledge and skills acquired throughout the MSN Program. The Capstone is a faculty guided scholarly project. It provides evidence of students' critical thinking and ability to translate research into practice with the focus on nursing management and leadership within an organization.

Course is taken in the final 12 credits of the MSN Program.
Seminar: Varies to meet group/individual needs (Typically three sessions)
Faculty Advisement: Varies to meet individual needs (Typically two contacts/sessions per month)
Project Implementation:
Approximately 100 hours

Strategy for Success:
As students move through the program, topics for the Capstone may evolve. When applicable, students may benefit from examining the literature specific to a potential Capstone topic.
## Program Evaluation and Assessment of Outcomes

The MSN Program evaluation processes are folded into current University-wide and Nursing Department evaluation practices. The Commission on Collegiate Nursing Education (CCNE) Accreditation Standards ensures comprehensive, ongoing evaluation from every level of the curriculum and internal/external consumer.

The purposes of the Nursing Department’s program evaluation are to systematically assess curriculum, instruction, student outcomes, identify areas of challenge and opportunities for improvement, and facilitate program improvement. The processes of collecting, analyzing, and providing data for reports to State agencies, accrediting agencies, and governing bodies are key to program evaluation.

Multiple data sources from students, faculty, and employers are used to assess student learning and evaluate the MSN Program. The following table provides a snapshot of these data sources:

<table>
<thead>
<tr>
<th>Source</th>
<th>Why</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Student Learning Outcomes</td>
<td>Assess student learning</td>
<td>Course faculty</td>
<td>At end of course</td>
</tr>
<tr>
<td>Summary of Portfolio Completion Quality</td>
<td>Assess student learning</td>
<td>MSN Advisors and MSN Program Coordinator</td>
<td>After first five courses and at end of program</td>
</tr>
<tr>
<td>Summary of Capstone Projects Quality</td>
<td>Assess student learning</td>
<td>Capstone Facilitators and MSN Program Coordinator</td>
<td>At end of academic year</td>
</tr>
<tr>
<td>Student Feedback Reports</td>
<td>The Nursing Department complies with the University-wide policy found in the Alvernia University Faculty Handbook. These evaluations are forwarded to the Office of the Provost and returned in aggregate form to the individual faculty member and relevant administrators.</td>
<td>Students</td>
<td>At end of course</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>Evaluate course and offer suggestions for improvement</td>
<td>Course faculty</td>
<td>At end of course</td>
</tr>
<tr>
<td>Clinical Practice Site and Preceptor Evaluations</td>
<td>Evaluate experience and preparation of student</td>
<td>NUR 643 Faculty and MSN Program Coordinator</td>
<td>At end of course</td>
</tr>
<tr>
<td>Focus Group</td>
<td>Describe perception of satisfaction with curriculum, physical facilities and secretarial support in the Nursing Department, and academic support services such as, Health, Counseling, Academic Advisement, Assistance/Disability</td>
<td>Coordinated by MSN Program Coordinator and facilitated by a neutral party from outside the Nursing Department.</td>
<td>Every three years</td>
</tr>
<tr>
<td>Graduation Survey</td>
<td>Institutional Research Department</td>
<td>Annually</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
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<tr>
<td>Evaluate student satisfaction with university and department-related services, for example, student support services, physical facilities, and financial aid.</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Employment Rates</th>
<th>MSN Program Coordinator</th>
<th>Twelve months after graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine if MSN graduates are employed as nurse educators or in leadership/administrative positions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion Rates</th>
<th>MSN Program Coordinator</th>
<th>Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine if MSN graduates complete within the specified timeframe and if not, reason(s) for not completing program.</td>
<td></td>
<td></td>
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</tbody>
</table>

Data from the above evaluation methods are summarized annually using the Systematic Evaluation Plan as a guide. The plan is comprehensive and designed to evaluate all aspects of the program based on CCNE Standards; starting with the mission and philosophy and continuing through with goals and program learning objectives. The Nursing Department Chair will be responsible for gathering, interpreting and presenting the data to the entire Nursing Faculty. Through these mechanisms, the faculty will evaluate the overall curriculum and make appropriate changes.

Students and faculty will be engaged in the on-going process of reflection and self-evaluation to assess their personal and professional development as they develop competencies and apply knowledge. These opportunities for self-evaluation will foster professional independence and critical thinking. Student success will be judged by students' mastery of the knowledge and competencies, combined with their understanding of the attitudes and values that link their master's education to responsible professional practice as they continue to develop their professional expertise in an increasingly complex health care environment.
The flowchart below illustrates the process by which data are analyzed within the Nursing Department and Alvernia:

Note: The diagram illustrates flow of data collection, analysis, and dissemination for all nursing programs. Therefore, not all data sets are applicable to MSN students.
III. Guidelines and Policies

Matriculation

A matriculated MSN student is one who has been accepted officially into the MSN Program. Students with full graduate status may opt for full-time or part-time enrollment.

A non-matriculated student is one who is taking a course for credit, but has not yet been officially accepted into the MSN Program. A non-matriculated student may take up to six (6) credits in the MSN Program prior to matriculation.

Maintenance of Matriculation

A matriculated MSN student is required to enroll at least two (2) semesters (fall, spring, or summer) per calendar year. Students who do not apply for a leave of absence and have not completed at least one (1) course in two (2) semesters during a calendar year will be dropped from the program. Students may petition for readmission by submitting a letter of intent.

Leave of Absence

Matriculated MSN students meeting the Maintenance of Matriculation policy must submit a written request for a leave of absence, with rationale to the MSN Program Coordinator. The student and MSN Program Coordinator will document the leave, revised plan of study and intent to complete the MSN Program. If a student is on a leave of absence for one calendar year, then he/she must reapply (submit an application) to re-matriculate into the MSN Program. Any curriculum changes during the absence would impact the returning student.

Time Limit

The maximum time-frame for MSN Program completion is six years. If a student is on a documented leave of absence, the six year limit continues; however, a student may petition the MSN Program Coordinator for additional time.

Transfer of Graduate Credit

Students who are matriculated in another nursing graduate program and wish to transfer will be considered on an individual basis. A maximum of two (2) approved courses (6 credits) or the equivalent will be accepted. Transfer courses must be from an accredited college and the student must have earned a minimum grade of “B” to receive transfer credit. Transfer credits do not count towards the cumulative GPA at Alvernia University.

After matriculation, students requesting to take a course off campus for transfer credit must receive written approval from the MSN Program Coordinator.
Academic Advisement

All students are assigned a faculty advisor upon formal acceptance to the MSN Program. An important strategy for success is meeting with a faculty advisor to review the program of study and develop a plan for completion. It is the student’s responsibility to meet with his/her faculty advisor within two months of receiving the acceptance letter. The faculty advisor will serve the student throughout the course of the program and clarify concerns or questions as they arise.

Academic Probation/Academic Dismissal

Students enrolled in Graduate Programs must maintain a 3.0 grade point average throughout their program. Students who fall below a 3.0 grade point average after 6 attempted credits will be placed on Academic Probation and must meet with their advisor to select the appropriate courses to improve their academic standing. A student who has been on Academic Probation previously and falls below a 3.0 grade point average again after at least 6 more attempted credits will be Academically Dismissed. A student who has been Academically Dismissed may write an appeal letter to the Program Department Chair if extenuating circumstances warrant a review of the academic record. Appeal letters should include documentation of the extenuating circumstances and at least one letter of support from the advisor or an Alvernia instructor. A student who does not appeal or whose appeal has been unsuccessful will no longer be enrolled in a Graduate Program and will not be entitled to Financial Aid. Additional standards may apply for specific graduate programs. The Graduate Catalog can be accessed at the following link:
http://www.alvernia.edu/academics/catalogs/15-16GraduateCatalog.pdf

Clinical and Practicum Experiences

Required Clinical Practice Clearances
For compliance with healthcare regulations and facility contracts, prior to entering the clinical practice component of NUR 643: Educational and Administrative Strategies in Nursing Practice, students must provide evidence of the following items:

- Healthcare provider CPR Certification
- Pennsylvania Child Abuse History Clearance
  - Act 151
- Pennsylvania Criminal Record Check
  - Act 34
- FBI Check if not a Pennsylvania resident for two (2) years
  - Older Adult Protective Services Act (Acts 169 and 13)
- FBI Check in accordance to DPW Laws in Pennsylvania
  - Acts 73, 34, 114
- Health Insurance Portability and Accountability Act (HIPAA) Act Educational Program
  - Copy of certificate from employer, or
  - Certification of completion of online educational program (see HIPAA Policy)
- Documentation of receiving all required immunizations (self-report)
• Documented Tuberculin test within one (1) year. Agencies may require additional immunizations, such as influenza vaccine.
• Photocopy of current malpractice insurance policy
• Required OSHA and The Joint Commission educational programs for nurses
  ◦ Electrical and fire safety
  ◦ Bloodborne Pathogens
• To comply with selected clinical facility requirements, the MSN student may be required to obtain a urine drug screen and/or health-related documentation.

All evidences must be submitted to the Course Faculty prior to the first clinical observation/experience.

Clinical Observation and Practicum
There are two courses in the MSN Program requiring students to observe, participate, and/or evaluate undergraduate student education and/or clinical education in a health care facility.

The following guidelines will be followed related to NUR 640 and 643:

NUR 640: Evidence-Based Teaching Practice
1. All observations in the classroom, laboratory and clinical settings will be performed in Alvernia University’s BSN Program(s).
2. After student input, the NUR 640 course faculty will collaborate with the BSN Program faculty to facilitate experiences within their classrooms, laboratory and clinical areas.
3. Times may vary and MSN students need to remain flexible to the BSN Program’s schedule.
4. MSN students MUST wear an Alvernia University student ID card in plain sight at all times during clinical observations and practicum. Students are expected to follow the “Professional Decorum” section in this Handbook.
5. It is essential that students know and follow fair use laws, copyright laws, code/s of ethics, HIPAA regulations, and good conduct guidelines to be an appropriate representative of Alvernia University and, specifically, the Nursing Programs. Refer to the “Statement on the Use of Social Media” section in this Handbook.

NUR 643: Educational and Administrative Strategies in Nursing Practice
1. All practicum experience must be performed outside of Alvernia University.
2. In collaboration with Course Faculty, the student is responsible for arranging a practicum preceptor and completing accompanying paperwork.
3. MSN students MUST complete all clinical clearances prior to the beginning of NUR 643.
4. MSN students MUST wear an Alvernia University student ID card in plain sight at all times during clinical observations and practicum. Students are expected to follow the “Professional Decorum” section located in this Handbook.
5. It is essential that students know and follow fair use laws, copyright laws, code/s of ethics, HIPAA regulations, and good conduct guidelines to be an appropriate representative of Alvernia University and, specifically, the Nursing Programs. Refer to the “Statement on the Use of Social Media” section in this Handbook.
Procedure for Obtaining Practicum Preceptors

1. Faculty and student collaborate in making arrangements for a practicum preceptor. The preceptor(s) must have a MSN and at least two years’ experience in nursing education if in the Nursing Education track and leadership or administration if in the Nursing Leadership and Healthcare Administration track.
   a. If in the Nursing Education track, teaching experiences must occur in a pre-license program; however, other teaching experiences may be incorporated. If in the Nursing Leadership and Healthcare Administration track, the majority of the practicum must be with a nurse who is in a leadership position within a healthcare organization.
      i. A copy of the preceptor’s resume or Curriculum Vitae (CV) must be submitted to the course faculty
      ii. The agency leadership, such as Department Chair or Chief Nursing Officer approves the preceptor and
   b. The preceptor arrangements must be completed prior to the course start-date; including all contractual paperwork

2. An introductory visit is made by the student for the purpose of operationalizing the course content and expectations.
   a. A course syllabus must be shared with the preceptor with a framework of expectations, dates, course outcomes, and evaluation methods.

3. Two (2) copies of “The Letter of Agreement” are signed by the student, preceptor, course faculty, and MSN Program Coordinator. One (1) copy is maintained in the Alvernia University Nursing Department student file and the second copy is held by the preceptor.
   a. The preceptor’s resume or CV will be filed with the Letter of Agreement.

4. All required clinical practice clearances are maintained in the student’s file. If a facility and/or preceptor requests copies, it is the student’s responsibility to pick up copies from the Nursing Department Secretary and take them to the preceptor. The Nursing Department will not distribute copies to give to other parties.
   a. A signed request is required from the student giving the Nursing Department permission to copy clearance items in the student’s file. The signed request will remain in the student’s file.

Roles and Responsibilities of the Preceptor:
A preceptor is an experienced MSN clinician or educator (if in the Nursing Education track) or experienced nurse leader (if in the Nursing Leadership and Healthcare Administration track) with current expert knowledge. The preceptor must provide a copy of current resume or CV to Alvernia University Department of Nursing. The role of the preceptor is to assist the MSN student to synthesize previously obtained knowledge and skills, while examining and applying set practicum objectives in the current setting. Specific activities may include:

- Orient the student to the agency/school
- Assist the student to meet practicum and personal objectives
- Assist the student in scheduling activities or assignments
- Supervise the student directly or indirectly
- Assume a liaison role in clarifying the expectations of students as learners rather than expectations of employees
- Consult with Alvernia course faculty, as necessary
- Evaluate the learning process collaboratively with the student
- Complete a systematic evaluation of the student’s performance
Roles and Responsibilities of Alvernia University:
- Give final approval of clinical site and preceptor
- Meet with the preceptor and student as necessary to provide support and clarification
- A minimum of one visit during semester
  - An orientation or final evaluation visit may be performed via telephone or video conferencing
- Provide the preceptor with the course syllabus and evaluative measures
- Assist the student in identifying specific learning needs
- Maintains record of student’s immunizations, clearances, malpractice insurance, and completion of HIPAA, CPR, Bloodborne Pathogen, and Fire/Electrical Safety programs

Roles and Responsibilities of the MSN Student:
- Follow all agencies’ health, safety, and legal regulations, and professional code of ethics and conduct
- Wear an Alvernia University student ID card in plain sight at all times. Follow the Professional Decorum information
- Complete personal learning objectives and outcome measures
- Notify the preceptor/agency to report unavoidable absence as soon as possible
- Promptly report an error of omission or commission to agency and faculty member. Follow agency guidelines for incident reporting
- Promptly report any illness or accident incurred during practicum experience to the agency and preceptor. The student is financially responsible for emergency treatment rendered
- Assume all responsibility for any personal items taken to the clinical setting
- Meet regularly with preceptor to discuss practicum progress

Ethical Confidentiality:
All FERPA and HIPAA regulations must be followed at all times. MSN students may have access to student, client and facility records. This is confidential information and may not be used for anything except to enhance the student learning experience. Information used for journaling or case studies shall carry only the initials of the student/client and physician. This information is to be shared only with the preceptor, course faculty, and in the classroom setting.
ALVERNIA UNIVERSITY

Nursing Education Track
Preceptor Agreement

This agreement is for the purpose of providing classroom, clinical skills laboratory, and/or clinical teaching opportunities for the graduate student enrolled in the NUR 643: Educational and Administrative Strategies in Nursing Practice course at Alvernia University.

Roles and Responsibilities of the Preceptor:
A preceptor is an experienced MSN clinician/educator with current expert knowledge of practice/education. The role of the preceptor is to assist the MSN student to synthesize previously obtained knowledge and skills, while examining and applying set practicum objectives in the current setting. The preceptor must provide a copy of a current resume or Curriculum Vita to course faculty. Specific activities may include:

- Orient the student to the agency/school
- Assist the student to meet practicum and personal objectives
- Assist the student in scheduling activities or assignments
- Supervise the student directly or indirectly
- Assume a liaison role in clarifying the expectations of students as learners rather than expectations of employees
- Consult with Alvernia course faculty as necessary
- Evaluate the learning process collaboratively with the student

Roles and Responsibilities of Alvernia University:

- Give final approval of clinical site and preceptor
- Meet with the preceptor and student, as necessary, to provide support and clarification
  - A minimum of one visit during semester
  - An orientation or final evaluation visit may be performed via telephone or video conferencing
- Provide the preceptor with the course syllabus and evaluative measures
- Assist the student in identifying specific learning needs
- Maintain record of student's immunizations, clearances, malpractice insurance, and completion of HIPAA, CPR, Bloodborne Pathogen, and Fire/Electrical Safety programs

Roles and Responsibilities of the MSN Student:

- Follow all agencies' health, safety, and legal regulations, and professional code of ethics and conduct
- Wear an Alvernia University student ID card in plain sight at all times
- Complete personal learning objectives and outcome measures
- Notify the preceptor/agency to report unavoidable absence as soon as possible
- Promptly report an error of omission or commission to agency and faculty member
- Follow agency guidelines for incident reporting
• Promptly report any illness or accident incurred during practicum experience to the agency and preceptor. The student is financially responsible for emergency treatment rendered
• Assume all responsibility for any personal items taken to the clinical setting
• Meet regularly with preceptor to discuss practicum progress

The preceptor and/or agency may request Alvernia University to withdraw a student for any reason that may have a detrimental effect on the service to students/clients. In addition, Alvernia University may withdraw any student from a preceptor experience should the preceptor/agency prove incompatible with the educational objectives developed for student learning.

The student, preceptor and agency/school agrees to indemnify from all actions, suits, claims, damages and costs for damage to persons or property resulting from neglect or intentional acts or omissions of the student/preceptor resulting while participating in the practicum experience.

Student Name: ____________________________________________________________

Email: ______________________ Preferred Phone: ____________________________

Preceptor Name/Signature: ________________________________________________

Agency/School Name: _____________________________________________________

Email: ______________________ Preferred Phone: ____________________________

Approved for the Agency/School ___________________________________________

Name: ______________________ Date: _________________________________

Title: ______________________

Date: ______________________

Approved for Alvernia University:

Signature: ______________________ Date: _____________________________

Course Faculty

Signature: ______________________ Date: _____________________________

MSN Program Coordinator

Initial 1/09; Reviewed Annually; Revised 6/14
ALVERnia UNIVERSITY

Nursing Leadership and Healthcare Administration Track
Preceptor Agreement

This agreement is for the purpose of providing classroom, clinical skills laboratory, and/or clinical teaching opportunities for the graduate student enrolled in the NUR 643: Educational and Administrative Strategies in Nursing Practice course at Alvernia University.

Roles and Responsibilities of the Preceptor:
A preceptor is an experienced MSN nurse leader with current expert knowledge of leadership in healthcare organizations. The role of the preceptor is to assist the MSN student to synthesize previously obtained knowledge and skills, while examining and applying set practicum objectives in the current setting. The preceptor must provide a copy of a current resume or Curriculum Vita to course faculty. Specific activities may include:

- Orient the student to the healthcare organization
- Assist the student to meet practicum and personal objectives
- Assist the student in scheduling activities or assignments
- Supervise the student directly or indirectly
- Assume a liaison role in clarifying the expectations of students as learner rather than expectations of employees
- Consult with Alvernia course faculty, as necessary
- Evaluate the learning process collaboratively with the student

Roles and Responsibilities of Alvernia University:

- Give final approval of clinical site and preceptor
- Meet with the preceptor and student as necessary to provide support and clarification
  - A minimum of one visit during semester
  - An orientation or final evaluation visit may be performed via telephone or video conferencing
- Provide the preceptor with the course syllabus and evaluative measures
- Assist the student in identifying specific learning needs
- Maintain record of student’s immunizations, clearances, malpractice insurance, and completion of HIPAA, CPR, Bloodborne Pathogen, and Fire/Electrical Safety programs

Roles and Responsibilities of the MSN Student:

- Follow all agencies’ health, safety, and legal regulations, and professional, code of ethics and conduct
- Wear an Alvernia University student ID card in plain sight at all times
- Complete personal learning objectives and outcome measures
- Notify the preceptor/agency to report unavoidable absence as soon as possible
• Promptly report an error of omission or commission to agency and faculty member
• Follow agency guidelines for incident reporting
• Promptly report any illness or accident incurred during practicum experience to the agency and preceptor. The student is financially responsible for emergency treatment rendered.
• Assume all responsibility for any personal items taken to the clinical setting.
• Meet regularly with preceptor to discuss practicum progress.

The preceptor and/or agency may request Alvernia University to withdraw the student for any reason that may have a detrimental effect on the service to students/clients. In addition, Alvernia University may withdraw any student from a preceptor experience should the preceptor/agency prove incompatible with the educational objectives developed for student learning.

The student, preceptor and agency/school agrees to indemnify from all actions, suits, claims, damages and costs for damage to persons or property resulting from neglect or intentional acts or omissions of the student/preceptor resulting while participating in the practicum experience.

Student Name: ____________________________________________

Email: ___________________________ Preferred Phone: ______________

Preceptor Name/Signature: _______________________________________

Agency/School Name: ___________________________________________

Email: ___________________________ Preferred Phone: ______________

Approved for the Agency/School ___________________________________

Name: ___________________________ Date: ________________________

Title: ____________________________

Date: ____________________________

Approved for Alvernia University:

Signature: ________________________ Date: ________________________

Course Faculty

Signature: ________________________ Date: ________________________

MSN Program Coordinator

Initial: 1/2009; Reviewed Annually
ALVERnia University
MSN Program
Self-Report Health and Agency Requirements

1. Tuberculosis testing
   Date Tested ______. Results ______ (may be recorded in mm)
   If positive, attach a copy of chest x-ray report and/or follow-up explanation.

2. Tdap (Tetanus-Diphtheria-Pertussis) booster. Date: ______
   Td Booster required every 10 years, thereafter Date: ______

3. MMR (Measles, Mumps, Rubella) (Two doses required after the age of 15 months or documentation of immunity by serology):
   Initial immunization date ______. Booster date ______.

4. Hepatitis B Three (3) doses: Date of Series Completion: ______

5. Varicella: Yes ____ No ___
   (If no, a Varicella Zoster Vaccine or Varicella Zoster Antibody Test is recommended)

6. Influenza Vaccine (Annually) Date: ______

7. OSHA Bloodborne Pathogen Training: Date: ______

8. Fire and Electrical Safety: Date: ______

9. CPR Certification (attach copy of certificate/card): Date: ______

10. Malpractice Liability Insurance (attach copy of policy) Date: ______

11. HIPAA Educational Program (attach copy of certificate) Date: ______

12. Clearances (all require copies of official reports):
    PA Criminal Record Check Clearance Date: ______
    PA Child Abuse History Clearance Date: ______
    FBI Clearance through Cogent Date: ______
    FBI Clearance (Depart of Aging) if not PA resident for 2 years Date: ______

   ______________________________

   Signed

   ______________________________ Date

   Print Name

Reviewed Annually 33
Harassment Policy

All parties affirm their complete agreement with the Harassment Policy showing no tolerance for any form of harassment.

Academic Field Experiences:

A. Background
   It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. The Academic Field Experience, referred to as teaching practica in the MSN Program, will be taking students outside of the Alvernia Campus Community. The Agency in which students will serve has been carefully screened by the University, and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

B. Definitions
   Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

   1. Either explicitly as a term or condition of academic or employment status or advancement;
   2. As a basis for academic or employment decisions;
   3. Which unreasonably interfere with an individual’s work or academic performance; and/or
   4. Which create an intimidating, hostile or offensive work or academic environment.

C. Resources
   All students in teaching practica have available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency.

   1. Information, Counseling and Support
      If a student believes that he/she may have been the victim of harassing conduct, and wish to seek information and/or counseling about the incident or incidences giving rise to this concern, the student should immediately contact any one of the following individuals:
      a. Course Faculty;
      b. Associate Dean of Assessment and Healthcare Programs Development (serving in the role of MSN Program Coordinator)
      b. Department Chair; or
      c. Dean of College of Professional Programs.
In order that the incident may be immediately addressed, a student may request a confidential counseling session with any one of the individuals listed above. This contact should be made within 10 days of the occurrence.

2. Formal Complaint Procedure Relating to Harassment Policy
Any student in clinical practica who feels that he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed by the Provost.

Upon receipt of the written Complaint, the Provost will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witness or having first-hand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the form Complaint.
ALVERNIA UNIVERSITY
NURSING PROGRAMS

ACADEMIC GRIEVANCE PROCEDURES

Academic Grievance Procedures- Graduate and Adult Education

The Graduate Student Grievance Committee attends to grievances of an academic nature. This Committee is comprised of all the Graduate Program Coordinators/Directors and a Graduate student representative appointed by the Graduate Academic Council. The Chair of the Committee is elected from the members at the start of each academic year and serves as Chair for the duration of that year, including summer months. Members can serve two (2) consecutive terms as Chair. Business days are defined as Monday through Friday, excluding holidays when the University is closed.

The process for appeal of a course grade is as follows:

1. The student discusses situation/grade with the course instructor within 20 business days from issuance of the grade.
2. If no accord is reached or if the student provides evidence that s/he has contacted the instructor via Alvernia email at least twice without response, the student has seven (7) business days from the issuance of the grade to submit an appeal to the Graduate Program Coordinator/Director of the appropriate graduate program.
3. A meeting between the student and the Graduate Program Coordinator/Director must be held within seven (7) business days of receipt of the student’s written appeal. The Coordinator/Director must provide written notification to the student of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision of the Graduate Program Coordinator/Director to the Department Chair; or, if the Program does not have a Department Chair, to the respective College Dean (College of Arts & Sciences or College of Professional Programs). The student has seven (7) business days to submit this appeal.
5. A meeting between the student and the Department Chair or College Dean must be held within seven (7) business days of receipt of the student’s written appeal. The Department Chair or College Dean must notify the student of their decision within seven (7) business days of that meeting. The decision of the Department Chair or College Dean is final as to a course grade.
6. The student may appeal the decision of the Department Chair or College Dean to the Graduate Student Grievance Committee. The student has seven (7) business days to submit this appeal.
7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) outlining their perspectives on the events leading to the appeal within seven (7) business days of the grievance notification. If the grievance pertains to academic dismissal from a program or from the University, the student’s Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor as required to thoroughly review the appeal/student issue.
8. The Graduate Student Grievance Committee issues a written recommendation of a resolution to the Dean of the School of Graduate and Adult Education within seven (7) business days. The Dean reviews the decision and notifies the student of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.

The process for appeal of dismissal from an academic program is as follows:

1. The Program Coordinator/Director verifies that the student has met the criteria for dismissal from the specific academic program and notifies the student in writing via electronic mail with ‘return receipt requested’ and followed by certified land mail.

2. The student may appeal the decision to the Department Chair or the respective College Dean. This appeal must be filed within seven (7) business days of receipt of the dismissal notification.

3. The Department Chair or College Dean must meet with the student within seven (7) business days of receipt of the written appeal. The student is notified of the decision within seven (7) business days of that meeting.

4. The student may appeal the decision to the Dean of the School of Graduate and Adult Education within seven (7) business days of receipt of the Department Chair/College Dean decision. The School Dean must meet with the student within seven (7) business days of receipt of the appeal.

5. The School Dean notifies the student the decision regarding the dismissal appeal within seven (7) business days of the meeting with the student.

6. The student can appeal the decision to the Graduate Student Grievance Committee within seven (7) business days of the School Dean notification. The Graduate student Grievance Committee will review the appeal and submit a final decision regarding dismissal within seven (7) business days of receiving the appeal from the student.

7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) involved, outlining their perspectives on the events leading to the dismissal within seven (7) business days of the grievance notification. The student’s Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor(s) as required to thoroughly review the appeal/student issue.

8. The Graduate Student Grievance Committee issues a written decision recommendation with 30 business days of receipt of the appeal and forwards it to the Dean of the School of Graduate and Adult Education. The School Dean reviews the decision and notifies the student and the Provost of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.

9. The Provost issues a final determination on the appeal within seven (7) business days.

Dismissal from the University

Students who meet the criteria for dismissal from the University will receive an initial letter of dismissal from the Provost, sent via electronic mail with ‘return receipt requested’ and followed by certified land mail. Students may appeal this decision to the Graduate Student Grievance Committee.
Committee within seven (7) days from receipt of the dismissal letter. The Committee will forward its decision to the Chair of the Graduate Academic Council within seven (7) business days. The Chair of GAC will notify the student of the final dismissal decision within seven (7) business days.

Due process for Appeals

In the event that the student believes that they were denied due process during an appeal of a grade, they may appeal the decision in writing to the Provost of the University within seven (7) business days of issuance of the decision from the Dean. Such an appeal examines the process by which the decision was reached and does not examine the content of the appeal. If it is determined that due process was not provided, the Provost can request that the Graduate Student Grievance Committee re-examine the appeal.

Formal Complaints
A formal complaint is defined as a written expression of serious dissatisfaction related to any aspect of Alvernia University nursing programs. A formal complaint is distinguished from a dispute about a grade in a course or other course evaluation matter.

Formal complaints may be initially received by any Alvernia faculty member or administrator. A formal complaint regarding any of the nursing programs is initially screened by the MSN Program Coordinator and shared with the Nursing Department Chair. If the complaint directly involves the MSN Program Coordinator and/or Chair, it is screened by the Dean of Professional Programs.

After initial screening, the complaint is channeled to the individual or group judged to be most directly relevant and appropriate. Our guiding principle is to settle disputes in a prompt and fair manner, in keeping with the underlying Franciscan values of Alvernia University. If appropriate, an ad hoc panel may be appointed to seek resolution of the complaint or the complaint may be channeled to the Graduate Program interdisciplinary review body, consisting of Program Directors and Directors who are members of the Graduate Academic Council. A written response will be conveyed to the initiator of the complaint by the Department Chair or Dean within 90 days. Anonymous complaints are not accepted.

Student Appeal of Grades
Grade disputes are addressed under the Alvernia’s School of Graduate academic grievance procedures. As noted in the Graduate Catalog, students may appeal course grades. Procedures for this appeal can be accessed at the following link:

http://www.alvernia.edu/academics/catalogs/15-16GraduateCatalog.pdf

Procedures for “Due Process for Grade Appeals,” “Dismissal from the Academic Program,” “Dismissal from the University,” and “Due Process for Dismissal from a Program or the University” can be accessed in the Graduate Catalog using the following link:

http://www.alvernia.edu/academics/catalogs/15-16GraduateCatalog.pdf

If the link is broken, students can contact the MSN Program Coordinator or Dean of Graduate and Adult Education to locate a copy of the catalog.
Non-Fraternization Policy

It is the policy of the Alvernia University Academic Programs that students should NOT fraternize on a personal level with staff, patients, or clients during assigned academic field placements on or off campus. Selected examples of fraternization are:

- After hours personal contact with staff, client, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct)
- Flirting

Upon receipt of a written complaint, the Dean will initiate an investigation. Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
- Dismissal from course
- Dismissal from academic program
ALVERニア UNIVERSITY
MSN PROGRAM
Statement on the Use of Social Media

Social media is a powerful communication tool that may have a significant impact on personal, professional and organizational reputations. There are numerous resources available which include but are not limited to Twitter, Facebook, YouTube, and LinkedIn. Students are liable for anything that is posted on a social networking site whether or not it is directly related to their academic program. It is essential that students know and follow fair use laws, copyright laws, code/s of ethics, HIPAA regulations, and good conduct guidelines to be an appropriate representative of Alvernia University and, specifically, its Nursing Programs. Students are reminded not to provide any confidential or proprietary information when using social media. Be respectful of your audience. You are not permitted to post material that is obscene, threatening, harassing, abusive, slanderous, hateful, embarrassing, or unlawful. You are not permitted to utilize the Alvernia University logo in social media postings.

Privacy does not exist in social media. In fact, Facebook’s Privacy Policy states:

“You post User Content on the Site at your own risk. Although we allow you to set privacy options that limit access to your pages, please be aware that no security measures are perfect or impenetrable. We cannot control the actions of other Users with whom you may choose to share your pages and information. Therefore, we cannot and do not guarantee that User Content you post on the Site will not be viewed by unauthorized persons.”

Based on the current evidence, the following “best practices” for Social Media use are suggested:

- Think twice before posting anything.
- Be respectful of your audience or potential audience.
- Photographs should represent how you want the public at large or future employers to view you as a person.
- Protect confidential and proprietary information.
- Follow code of conduct guidelines for each institution/healthcare facility.
- Identify your views as your own opinions.
- Protect the institutional voice.
- Do not have the illusion that anything you do or say is private.

Any questionable situation that comes to the attention of the nursing faculty/staff will be reported to the Nursing Department Chair and Dean of Professional Programs. Students may be counseled about appropriate social media use and a written note placed in their academic file. Disciplinary action may be taken.

Adapted from Conemaugh School of Nursing (8/11) and used with permission.


Initial 6/13; Reviewed Annually
ALVERNIA UNIVERSITY
MSN PROGRAM
Professional Decorum

Graduate students are expected to adhere to professional attire and behavioral standards which reflect a professional level of responsibility. The graduate nursing student is a representative of the nursing profession and the Alvernia University MSN Program. As such, the maintenance of a professional appearance and demeanor is expected for graduate students in all courses and Nursing Department, and university related activities. This includes, but is not limited to: campus observations of class, simulation, or clinical activities; participation in practica as part of coursework to meet program requirements; and MSN Program/course activities and conferences outside of the Alvernia University campus. MSN students should also act as role models for pre-licensure BSN students.

Students should dress in a professional manner. Jeans/shorts/capris, sweat pants and shirts, sandals, and casual accessories are not considered appropriate in settings as described above. Lab coats should be worn at all clinical sites, as appropriate. The program identification/name tag MUST be worn at clinical or practicum sites.
Alvernia University  
MSN Program  
Student Portfolio Assessment

Purpose
The purpose of the MSN Program Portfolio Assessment is to present an individual student’s collection of materials that communicates professional and scholarly development; while at the same time, demonstrates that the program goals and outcomes have been met. The Portfolio Assessment serves as a form of summative evaluation for the MSN student. The MSN Student Portfolio Assessment is just one component of the MSN Systematic Program Assessment.

Organization
The Portfolio process and collection are based on the specific knowledge, skills, and attributes of the MSN program. The Portfolio Assessment mirrors Alvernia Nursing Program Outcomes and MSN Student Learning Outcomes and is organized into the following seven outcome areas:

1. Evidenced-based nursing theory and practice
   - Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making. (Student Learning Outcome)
   - Prepare learners for evidence-based, clinically competent professional practice that serves diverse populations within a rapidly changing healthcare practice and delivery system. (Alvernia Nursing Program Outcome)

2. Information Management and Technology Skills
   - Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making. (Student Learning Outcome)
   - Prepare learners for evidence-based, clinically competent professional practice that serves diverse populations within a rapidly changing healthcare practice and delivery system. (Alvernia Nursing Program Outcome)

3. Organizational Leadership
   - Demonstrate characteristics of effective leadership in nursing education or administrative settings. (Student Learning Outcome)
   - Develop professional nurses to contribute to the discipline through practice, research, education, and leadership. (Alvernia Nursing Program Outcome)

4. Quality and Performance Improvement
   - Apply research and theory in advanced roles to develop, implement, and evaluate evidence-based practice that informs health care decision making. (Student Learning Outcome)
   - Prepare learners for evidence-based, clinically competent professional practice that serves diverse populations within a rapidly changing healthcare practice and delivery system. (Alvernia Nursing Program Outcome)
5. Health Policy
   - Integrate ethical standards across a wide range of advanced practice roles and settings. (Student Learning Outcome)
   - Demonstrate an appreciation of the role Catholic Franciscan values play when addressing the spiritual needs of clients, patients, families, and interdisciplinary team members. (Alvernia Nursing Program Outcome)

6. Ethical Consideration in Advanced Practice Roles
   - Integrate ethical standards across a wide range of advanced practice roles and settings. (Student Learning Outcome)
   - Demonstrate an appreciation of the role Catholic Franciscan values play when addressing the spiritual needs of clients, patients, families, and interdisciplinary team members. (Alvernia Nursing Program Outcome)

7. Interprofessional Communication and Collaboration
   - Communicate effectively to a variety of audiences and settings. (Student Learning Outcome)
   - Develop professional nurses to contribute to the discipline through practice, research, education, and leadership. (Alvernia Nursing Program Outcome)

Portfolio Content

Students are to include course materials in the Portfolio Binder as they are returned from faculty in each course. The Portfolio Binder is to be organized with the following items:

- Cover Sheet
- Information and Signature Page
- Curriculum Vitae
- Teaching or Leadership Philosophy
- Tab 1: Evidence-Based Nursing Theory and Practice
- Tab 2: Information Management and Technology Skills
- Tab 3: Organizational Leadership
- Tab 4: Quality and Performance Improvement
- Tab 5: Health Policy
- Tab 6: Ethical Considerations in Advanced Practice Roles
- Tab 7: Interprofessional Communication and Collaboration
- Tab 8: Capstone scholarly project and paper

All papers, clinical evaluations, and projects are to include the completed grading rubric and faculty comments, if available. Group projects are acceptable. The student is required to choose a representative sample assignment from one of the listed courses that best reflects the outcome area.
<table>
<thead>
<tr>
<th>Tab</th>
<th>Outcome Areas</th>
<th>Nursing Education Track</th>
<th>Nursing Leadership and Healthcare Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Evidence-based Nursing Theory and Practice</td>
<td>NUR 550</td>
<td>NUR 550</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 633</td>
<td>NUR 633</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 640</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Information Management and Technology Skills</td>
<td>NUR 570</td>
<td>NUR 525</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NUR 570</td>
</tr>
<tr>
<td>3</td>
<td>Organizational Leadership</td>
<td>COR 520</td>
<td>COR 520</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 643</td>
<td>NUR 515</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>NUR 643</td>
</tr>
<tr>
<td>4</td>
<td>Quality and Performance Improvement</td>
<td>NUR 570</td>
<td>NUR 625</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 633</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Health Policy and Advocacy</td>
<td>NUR 560</td>
<td>NUR 635</td>
</tr>
<tr>
<td>6</td>
<td>Ethical Consideration in Advanced Practice Roles</td>
<td>COR 520</td>
<td>COR 520</td>
</tr>
<tr>
<td>7</td>
<td>Communication Skills</td>
<td>NUR 611</td>
<td>NUR 611</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 651</td>
<td>NUR 652</td>
</tr>
<tr>
<td>8</td>
<td>Capstone Scholarly Paper</td>
<td>Capstone Scholarly Paper</td>
<td>Capstone Scholarly Paper</td>
</tr>
</tbody>
</table>

Reviewed Annually: Revised 6/12
## Portfolio Process

<table>
<thead>
<tr>
<th>Getting Started</th>
<th>Responsible Person(s)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy and procedure reviewed with student</td>
<td>MSN Program Coordinator</td>
<td>Orientation or During student's first MSN course</td>
</tr>
<tr>
<td>First Submission</td>
<td>MSN Student Faculty Advisor</td>
<td>Within two months following completion of five (5) MSN/COR courses</td>
</tr>
<tr>
<td>After first five (5) MSN/COR courses are completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Submission</td>
<td>MSN Student Faculty Advisor</td>
<td>Mid-semester of last courses</td>
</tr>
<tr>
<td>After completion of NUR 651 or NUR 652 (Capstone)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MSN Program
Portfolio Assessment Cover and Signature Page

Student Name:

Student Contact Information:

Home Address:

Home Phone: Cell Phone:

Email: Work Contact (include Employer name):

Advisement of Portfolio Process (Getting Started):

Date: Faculty Signature: 

Student Signature: 

First Submission:

Date: Faculty Signature: 

Student Signature: 

Comments about Portfolio:

Final Submission

Date: Faculty Signature:

Student Signature: 

Comments about Portfolio:

Reviewed Annually
Capstone Requirement

Purpose and Description
The purpose of the Capstone is to facilitate students during a major synthesis project that applies theory and skills acquired during coursework. The Capstone encompasses three aspects: 1) project, 2) accompanying scholarly paper, and 3) professional presentation to a minimum of faculty and peers.

This guided, multi-disciplinary Capstone begins with a theoretical framework and comprehensive literature review, proceeds through an implementation phase, and concludes with an analytical outcome measurement. All three aspects of the Capstone are supported by the integration of principles from the disciplines of education and nursing and reflect the MSN Program and Student Learning Outcomes.

The project and its accompanying paper are completed in NUR 651: Nurse Educator Role Synthesis Capstone or NUR 652: Nursing Leadership and Healthcare Administration Role Synthesis Capstone and taken during the last 12 credit hours of MSN Program coursework.

Examples of Types of Projects for the Nursing Education Track

From a Nursing Education Perspective:
1. Outcome assessment using existing data from Alvernia University or current workplace (with permission). Examples include
   - Longitudinal demographic trends and student success
   - Longitudinal curriculum content area performance using ATI, National Benchmarks, etc.
2. Fully developed grant proposal with nursing education focus
3. Development and testing of an innovative teaching strategy or methodology (i.e.: technology)
   - Student volunteer subjects
   - IRB approval
   - Evaluation of data
4. Development of an innovative continuing education or college course
   - Syllabus, examples of two fully developed presentations, content rubrics, and faculty evaluation measures
   - External validation from an expert with written documentation
5. Create, implement and evaluate a high fidelity clinical simulation scenario
   - Student volunteer subjects
   - IRB approval
   - Evaluation of data
6. Evidence based project and development of a protocol/policy with an education focus. Collaborate with agency to meet mutual goals
7. Publishable manuscript submitted to a peer reviewed nursing journal
8. Other with approval from MSN Program Coordinator
Examples of Types of Projects for the Nursing Leadership and Healthcare Administration Track

From a *Nursing Leadership* perspective:

1. Design, use, and examine healthcare performance databases to retrieve information for decision-making, planning, analysis, and improvement from current workplace or governmental agency
2. Analyze policy: Appraise evidence and make recommendations of adapting administrative policy guidelines within a healthcare organization
3. Quality Improvement project to develop and implement effective measure(s) to improve patient outcomes or patient and/or staff satisfaction
4. Proposal to improve coordination of care within a healthcare organization
5. Design and implement innovative uses of technology to improve and/or enhance patient/community/population outcomes
6. Fully develop a grant proposal with a nursing leadership focus
7. Analyze legislative healthcare policy and based on evidence make recommendations for support/non-support of legislative policy
8. Other: with approval of MSN Program Coordinator

*NOTE: It is strongly recommended that only existing research/measurement instruments with published validity and reliability are accepted for outcome assessment. Self-created survey instruments may be used only after careful consideration by Capstone Facilitator and student.*

Capstone Timeline

Students will be asked to indicate their intent to register for NUR 651 or NUR 652 midway through the semester prior to completing the Capstone course. The MSN Program Coordinator will facilitate the pairing of students and faculty facilitators based on Capstone topics and faculty expertise/workload by the end of the semester prior to taking NUR 651 or NUR 652. The MSN Program Coordinator reviews and gives final approval.

If the project requires IRB approval, the application should be submitted to the IRB at least three months prior to the beginning of the semester in which NUR 651 and NUR 652 are scheduled.

**Roles and Responsibilities of Student**

1. As soon as a Capstone Facilitator is determined, students contact their Capstone Facilitator for guidance in finalizing the Capstone topic and creating an implementation timeline
2. Register for NUR 651 or NUR 652
3. Complete approval form and obtain required signatures by the end of the semester prior to or at the start of the semester for NUR 651 and NUR 652
4. Acquire appropriate approvals such as IRB and facility permissions by the 2nd week of the semester in which NUR 651 and NUR 652 is scheduled
5. Maintain self-direction to meet timeline and quality expectations
6. Accept ongoing constructive feedback and work in collaboration with Capstone Facilitator

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7. Adhere to Alvernia University’s academic honesty and ethical standards
8. Participate in a process evaluation of Capstone experience, if requested by MSN Program Coordinator
9. Achieve at least 100 hours completing Capstone. Keep track of the time spent on Capstone related activities
10. Prepare and present project to a minimum audience of nursing faculty and peers

Roles and Responsibilities of Capstone Facilitator
1. Conduct an initial meeting for guidance in finalizing the Capstone topic
2. Approve Capstone timeline
3. Provide ongoing guidance and feedback related to all aspects of the Capstone, including IRB
4. Have a minimum of two contacts per month with student
5. Support the student in maintaining timeline for implementation
6. Give student advice and support related to logistics of implementation
7. Preview, approve, and attend presentation at MSN Capstone Presentations
8. Assign course grade based on MSN Capstone Program Assignment Rubric
MSN Program Capstone Project Approval

Student Name:

Student Contact Information:
Address: ________________________________________________________________
Work Phone #: ___________________________________________________________
Home Phone #: ___________________________________________________________
Cell Phone #: ___________________________________________________________

Advisement and Capstone Process (Getting Started):

Topic/Title: _____________________________________________________________

Timeline:
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________

Expected Approvals/Permissions to be obtained, if applicable:

1. _________________________________________________________________
2. _________________________________________________________________

Faculty Signature and Date: ________________________________________________

Student Signature and Date: ______________________________________________

Approval Granted:

MSN Program Coordinator Signature and Date:

__________________________________________

Reviewed Annually: Revised 6/12
## MSN Program
### Capstone Assessment Rubric

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competent (B to B+)</th>
<th>Expert (A- to A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROJECT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Selection congruent with</td>
<td>Identifies a focused and manageable topic that addresses relevant aspects of</td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially</td>
</tr>
<tr>
<td>Nursing and Educational Theory and Practice or Nursing Leadership and</td>
<td>nursing education or nursing leadership</td>
<td>significant yet previously less-explored aspects of the topic</td>
</tr>
<tr>
<td>Healthcare Administration Theory and Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAPER</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design process congruent with topic, Nursing and Educational Theory and</td>
<td>Appropriately developed critical elements of the methodology or theoretical</td>
<td>Skillfully developed all elements of the methodology and theoretical framework</td>
</tr>
<tr>
<td>Practice or Nursing Leadership and Healthcare Administration Theory and</td>
<td>framework; however, more subtle elements are ignored or unaccounted for</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills</td>
<td>Presents in-depth information from relevant sources representing various points</td>
<td>Synthesizes in-depth information for relevant sources representing various points</td>
</tr>
<tr>
<td></td>
<td>of view/approaches</td>
<td>of view/approaches</td>
</tr>
<tr>
<td><strong>Communication Skills:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Written</td>
<td>Correctly uses 80-90% of the following using guidelines established by APA: use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context</td>
<td>Correctly uses all of the following using guidelines established by APA: use of citations and references, choice of paraphrasing, summary or quoting, using information in ways that are true to original context</td>
</tr>
<tr>
<td></td>
<td>Communicates and organizes information from sources. The information is somewhat synthesized. Intended purpose is achieved</td>
<td>Communicates, organizes, and synthesizes information from sources to fully achieve the project purpose, with clarity and depth</td>
</tr>
</tbody>
</table>

| **PRESENTATION** |  |  |
|------------------|---------------------------------------------------------------|
| **Communication Skills:** | Demonstrates an organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) that is clearly and mostly observable within the presentation | Demonstrates an organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) that is clearly and consistently observable and is skillful making the content of the presentation cohesive |
| Oral             | Exhibits deliver techniques (posture, gesture, eye contact, and vocal expressions) that make the presentation understandable, and speaker appears comfortable | Exhibits delivery techniques (posture, gesture, eye contact, and vocal expressions) that make the presentation compelling; speaker appears polished and confident |

| **PROFESSIONALISM AS A NURSE EDUCATOR** |  |  |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership, Communication, and Collaboration | Works somewhat effectively in among leadership structures in academic and practice settings in order to achieve project goal | Works highly effectively among leadership structures in academic and practice settings in order to achieve project goal |
|                                        | Identifies and acknowledges conflict and stays engaged with it | Addresses conflict in constructive way, helping to manage/resolve it in a way that strengthens relationships, cohesiveness and future effectiveness |
|                                        | Treats individuals with dignity and respect | Treats individuals with dignity and respect |
|                                        | Serves as a role model for professional nursing and education | Serves as a role model for professional nursing and education |

**COMMENTS**

**FINAL GRADE FOR THE COURSE:**

**CAPSTONE FACILITATOR SIGNATURE:**

**DATE:**
Reference:
ALVERNIA UNIVERSITY
MSN PROGRAM
STUDENT’S ACKNOWLEDGEMENT OF RECEIPT OF HANDBOOK

I acknowledge receipt of the MSN Program Student Handbook containing the current policies and procedures of the Alvernia University Nursing Program as of the Academic Year 2016-2017. I understand that the Handbook is a compilation of policies and procedures in effect prior to publication of this Handbook. I further understand and agree that it is my responsibility to read and familiarize myself with these policies and procedures. I am aware that the MSN Program Coordinator is available to answer my questions that arise as a result of my review of the policies and procedures in the Handbook.

My signature below represents my acknowledgement that I have thoroughly read and understood the policies and my obligations under those policies and procedures, and further represents my consent to conducting myself in a way consistent with the policies and procedures.

I understand that my enrollment in the MSN Program is conditional upon my compliance with the policies of this Handbook. I further understand that nothing in this Handbook creates or is intended to create a promise or representation of continued enrollment, and that policies and procedures contained herein may be changed by Alvernia University at any time. A copy of this signed document will be maintained in my student file.

Student’s Signature: __________________________________________

Student’s Name Printed: ________________________________________

Date: ________________________________________________________

Reviewed Annually