

# **School of Nursing Graduate Student Handbook**

**2016-2017**

School of Nursing  
James Madison University  
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## **Graduate Nursing Student Handbook**

The Graduate Nursing Student Handbook is prepared as a resource for graduate nursing students at James Madison University (JMU) School of Nursing (SON). It provides general information, policies, and procedures of the graduate nursing program. It should be used in conjunction with the JMU Graduate Catalog, the official document for all graduate students at JMU. In addition to these handbooks, the School of Nursing web site, [www.nursing.jmu.edu](http://www.nursing.jmu.edu) contains information for students, including clinical policies and procedure, and web-based course information.

Every reasonable effort has been made to ensure the accuracy, reliability, and completeness of the policies and guidelines found in the handbook. However, if any discrepancies exist between the information in the handbook and official University Graduate Catalog or other JMU policies, the information in the official policies shall take precedence.

All students are responsible for following the policies and procedures in this handbook. The plans, policies and procedures described in this handbook are subject to change by the School of Nursing at any time without prior notice.

### **Section I: General Information**

#### **James Madison University**

Founded in 1908 and located in the center of Virginia's famous Shenandoah Valley, James Madison University is a public, comprehensive university. The university offers programs at the bachelor's, master's, educational specialist, and doctoral levels. JMU has 91 major campus buildings, including a 31 acre, off-campus farm. Nearly \$143 million worth of new facilities and improvements have been added since 1975. JMU offers students a full program of extracurricular and social programs, as well as a diversified program of intercollegiate and intramural athletics.

In its 96-year history, JMU has grown from a state normal and industrial school for women to today's coeducational comprehensive university. In 1914, the name of the university was changed to the State Normal School for Women at Harrisonburg. The university became the State Teachers College at Harrisonburg in 1924 and continued under that name until 1938, when it was named Madison College in honor of the fourth president of the United States. In 1977, the name was changed to James Madison University.

#### **The Graduate School**

The Graduate School (TGS) offers graduate programs leading to Master's degrees, Educational Specialist degrees, Doctor of Philosophy degrees and Doctor of Psychology degrees, and is located in the Grace Street House on West Grace Street.

#### **Mission:**

It is the mission of The Graduate School to support, facilitate and promote excellence in lifelong education through graduate programs of distinction, innovative outreach programs, and a diverse student body. The Graduate School is committed to preparing students to be educated and enlightened citizens who will lead productive and meaningful lives. The mission addresses the first three defining characteristics of the university in

that, as a unit, it will strategically select innovative and new academic programs for development and implementation, serve primarily full-time students but will increase programs that fulfill non-degree and competency certification requirements as a complement to the traditional academic programs and bachelor's degrees, and offer graduate programs of distinction.

The Office of the Dean of TGS has academic responsibility for all issues of graduate education at JMU. In addition, the college oversees all continuing professional development programming. The University Graduate Council and the graduate faculty body are significant in the organization and administration of the TGS.

### **School Of Nursing**

James Madison University is organized into five colleges. The School of Nursing (SON) is located in the College of Health and Behavioral Sciences (CHBS). The School of Nursing offers a baccalaureate program, an RN-to-BSN program, a Master of Science in Nursing program, and a Doctor of Nursing Practice (DNP) program. Dr. Julie Sanford is the School of Nursing Director; Dr. Melody Eaton, Associate Director of the Graduate Program, Dr. Linda Hulton, Coordinator of the DNP Program, Dr. Andrea Knopp, Nurse Practitioner Program Coordinator, and Dr. Christine Argenbright, Leadership Program Coordinator.

The Master of Science in Nursing program has five concentration options: Family Nurse Practitioner, Adult- Gerontology Primary Care Nurse Practitioner, Nurse Midwifery, Clinical Nurse Leader, and Nurse Administrator. The Master of Science in Nursing program has full accreditation the Commission on Collegiate Nursing Education (CCNE). The Nurse Midwifery concentration is a shared program with Shenandoah University.

The Doctor of Nursing Practice program has two foci: Advanced Practice Nursing and Leadership in Healthcare Systems and received accreditation from CCNE in 2016.

The School of Nursing is closely affiliated with the Institute for Innovation in Health and Human Services (IIHHS) and broader community programs, with faculty participation in numerous initiatives. These initiatives include nursing participation nurse managed clinics and interdisciplinary elective courses. Service learning within community-based practicum courses provide services for vulnerable populations in IIHHS programs and other community agencies.

### **School of Nursing Philosophy**

The JMU faculty is committed to nursing education grounded in the arts, sciences, and humanities, meeting professional standards for nursing education and practice. Nursing is a humanistic profession that enhances the quality of life by promoting health and preventing illness through the effective delivery of coordinated health care. Nursing knowledge is advanced through thinking critically, engaging in scholarship, and applying knowledge to the delivery of nursing care. The values of altruism, autonomy, human dignity, integrity, and social justice are the foundation for professional nursing practice. Through community collaboration graduates are prepared to assume multiple roles to impact the profession, health care systems, and communities.

**Mission Statement**

The primary mission of the nursing School is to engage students, faculty and communities through dynamic and innovative nursing education, practice and scholarship to influence health in our world.

**Purposes:**

In order to support and accomplish this mission the nursing faculty has identified the following purposes:

1. Prepare nursing professionals who provide culturally competent, holistic, evidence-based nursing care to individuals, families, aggregates, and communities in a wide variety of settings.
2. Promote a community of learning that models professional values and lifelong professional development for both faculty and students.
3. Promote service-learning activities that include collaborative, interdisciplinary initiatives and partnerships between nursing education and the practice arena to meet the future health needs of consumers.
4. Conduct research and creative scholarship to generate nursing knowledge and disseminate that knowledge through collaboration, publication, and presentations.

## **Masters of Science in Nursing Program**

The Master of Science in Nursing (MSN) program is based on the following documents and standards:

Core program objectives are based on Graduate Core Curriculum Content from *The Essentials of Masters Education for Advanced Practice Nursing*, American Association of Colleges of Nursing [AACN], 2011.

The Nurse Practitioner (NP) program and program objectives are based on National Organization of Nurse Practitioner Faculties [NONPF] Population Focused Nurse Practitioner Competencies (2013);

The Nurse Administrator (NA) program objectives are based on *AONE Nurse Executive Competencies* (AONE, 2011).

The Clinical Nurse Leader program is based on *Competencies and curricular expectations for Clinical Nurse Leader Education and Practice* (AACN, 2013).

### **Core Program Objectives (Common to both NP and Leadership programs)**

The graduate of the Master of Science in nursing program will:

1. Effectively integrate and communicate professional role with clients, colleagues, and other stakeholders.
2. Demonstrate cultural competence and advocacy in the ethical delivery of care to vulnerable populations .
3. Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and collaborate with interprofessional colleagues to provide quality health care to individuals, families, groups, and populations.
4. Contribute to nursing knowledge through the scholarship of translating, integrating, and applying evidence-based practice.
5. Analyze economic, policy, environmental, and social forces to impact health care delivery, quality of care, and safety.

### **Additional Nurse Practitioner Concentration Objectives**

The nurse practitioner graduate will demonstrate the ability to:

1. Synthesize assessment data to diagnose and manage patient health and illness needs (NONPF Domain I & III)
2. Effectively serve as client partner and advocate within the health care delivery system to meet client needs. (NONPF Domain II)

### **Additional Nurse Administrator (NA) Concentration Objectives**

The NA graduate will demonstrate ability to:

1. Provide oversight and management of unit (or organization) financial resources to assure cost effective care.

2. Demonstrate competency in the strategic management of human and material resources in nursing organizations to improve patient outcomes.

### **Additional Clinical Nurse Leader (CNL) Concentration Objectives**

The clinical nurse leader graduate will demonstrate ability to:

1. Demonstrate effective leadership strategies to improve patient care outcomes.
2. Influence health care design using evidence based strategies to effectively meet patient health needs.

### **Doctor of Nursing Practice Program**

Because DNP education is specialized, the specialty content preparing DNP graduates for various practice roles will differ substantially across specialty areas. However, all DNP graduates will demonstrate the competencies delineated in the American Association of Colleges of Nursing's (2006) *The Essentials of Doctoral Education for Advanced Practice Nursing*. These include:

Scientific underpinnings for practice

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Clinical Scholarship and Analytic Methods for Evidence-based Practice

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Health Care Policy for Advocacy in Health Care

Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Clinical Prevention and Population Health for Improving Health Outcomes

Advanced Practice Nursing

### **DNP Student Learning Outcomes:**

The graduate of the DNP program will:

1. Effectively develop and communicate professional role with clients and colleagues.
2. Demonstrate cultural competence in the ethical delivery of care to vulnerable populations.
3. Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and provide quality health care to individuals, families, groups, and communities.
4. Contribute to nursing knowledge through the scholarship of integration, application, and teaching.
5. Analyze economic, policy, environmental, and social forces to impact health care delivery and quality of care.

6. Synthesize assessment data to diagnose and manage patient health and illness needs.
7. Effectively serve as client partner and advocate within the health care delivery system to meet client needs.
8. Engage in evidence-based advanced practice to improve health outcomes of diverse populations.
9. Evaluate and influence nursing and healthcare through organizational and systems leadership.
10. Translate research knowledge into practice innovation using analytic methods and clinical scholarship.

## Section II. Curriculum

### Nurse Administrator Full-Time (32 credits)

| Fall Year One (9 credits) |   | Spring Year One (9 credits) |                                    |
|---------------------------|---|-----------------------------|------------------------------------|
| NSG 611                   | Research for the Advanced Health Professional (3) | NSG 650                     | Organizational Behavior (3)        |
| NSG 651                   | Leadership Development (3)                        | NSG 612                     | Theoretical Foundations of APN (3) |
| NSG 655                   | Concepts of Nsg Admin (3)                         | NSG 692                     | Health Care Policy (3)             |
| Fall Year Two (7 credits) |   | Spring Year Two (7 credits) |                                    |
| NSG 678                   | Practicum I (4)                                   | NSG 690                     | Epidemiology (3)                   |
| XXX                       | Graduate Level Elective(3)                        | NSG 679                     | Practicum II (4)                   |

### Nurse Administrator Part-Time

| Fall Year One (6 credits)   |   | Spring Year One (6 credits)   |                                    |
|-----------------------------|---|-------------------------------|------------------------------------|
| NSG 651                     | Leadership/Role (3)                               | NSG 690                       | Epidemiology (3)                   |
| NSG 611                     | Research for the Advanced Health Professional (3) | NSG 692                       | Health Care Policy (3)             |
| Fall Year Two (6 credits)   |   | Spring Year Two (6 credits)   |                                    |
| NSG 655                     | Concepts of Nsg Admin (3)                         | NSG 650                       | Organizational Behavior (3)        |
| XXX                         | Graduate Level Elective(3)                        | NSG 612                       | Theoretical Foundations of APN (3) |
| Fall Year Three (4 credits) |   | Spring Year Three (4 credits) |                                    |
| NSG 678                     | Practicum I (4)                                   | NSG 679                       | Practicum II (4)                   |

**Clinical Nurse Leader Full-Time (3 credits)**

| <b>Fall Year One (9 credits)</b>  |   | <b>Spring Year One (9 credits)</b>  |  |
|-----------------------------------|---|-------------------------------------|--|
| NSG 520                           | Advanced Health Assessment (3)                    | NSG 522                             | Advanced Clinical Pharmacotherapeutics (3) |
| NSG 521                           | Advanced Concepts in Pathophysiology (3)          | NSG 650                             | Organizational Behavior (3)                |
| NSG 651                           | Leadership Development (3)                        | NSG 612                             | Theoretical Foundations of APN (3)         |
| <b>Fall Year Two (10 credits)</b> |   | <b>Spring Year Two (10 credits)</b> |  |
| NSG 611                           | Research for the Advanced Health Professional (3) | NSG 692                             | Health Care Policy (3)                     |
| NSG 653                           | Educ Methodologies (3)                            | NSG 690                             | Epidemiology (3)                           |
| NSG 676                           | Practicum I (4)                                   | NSG 677                             | Practicum II (4)                           |

**Clinical Nurse Leader Part-Time**

| <b>Fall Year One (6 credits)</b>   |   | <b>Spring Year One (6 credits)</b>   |  |
|------------------------------------|---|--------------------------------------|--|
| NSG 520                            | Advanced Health Assessment (3)                    | NSG 522                              | Advanced Clinical Pharmacotherapeutics (3) |
| NSG 521                            | Advanced Concepts in Pathophysiology (3)          | NSG 692                              | Health Care Policy (3)                     |
| <b>Fall Year Two (6 credits)</b>   |   | <b>Spring Year Two (6 credits)</b>   |  |
| NSG 651                            | Leadership Development (3)                        | NSG 612                              | Theoretical Foundations of APN (3)         |
| NSG 611                            | Research for the Advanced Health Professional (3) | NSG 650                              | Organizational Behavior (3)                |
| <b>Fall Year Three (7 credits)</b> |   | <b>Spring Year Three (7 credits)</b> |  |
| NSG 653                            | Educ Methodologies (3)                            | NSG 690                              | Epidemiology (3)                           |
| NSG 676                            | Practicum I (4)                                   | NSG 677                              | Practicum II (4)                           |

## Nurse Practitioner (NP) - Full Time and Part Time Curriculum Program Requirements

### Nurse Practitioner: Full Time (46-49 credits)

|  |          | Fall  |         |                               | Spring   |         |  |
|--|----------|---|---------|-------------------------------|--|---------|--|
|  | Course # | name  | Credits | Course #                      | name   | Credits |  |
| Year 1<br>24<br>credits                  | NSG 520  | Advanced Health Assessment                    | 3       | NSG 522                       | Advanced Clinical Pharmacotherapeutics               | 3       |  |
|  | NSG 521  | Advanced Concepts in Pathophysiology          | 3       | NSG 631                       | Care Delivery & Coordination II                      | 4       |  |
|  | NSG 630  | Care Delivery & Coordination I                | 4       | NSG 671                       | Practicum I  | 3       |  |
| Year 2<br>22<br>credits                  | NSG 634  | Role of the APN                               | 1       | NSG 612                       | Theoretical Foundations of Advanced Practice Nursing | 3       |  |
|  | Fall     |   |         | Spring                        |  |         |  |
|  | NSG 611  | Research for the Advanced Health Professional | 3       | NSG 692                       | Health Care Policy                                   | 3       |  |
|  | NSG 632  | Coordinated Care of the Elderly               | 3       | NSG 690                       | Epidemiology   | 3       |  |
|  | NSG 672  | Practicum II                                  | 5       | NSG 673                       | Practicum III  | 5       |  |
| Summer (optional- for FNP students only) |          |   | NSG 635 | Family Centered Care Delivery |  | 3       |  |

### Nurse Practitioner: Part Time (46-49 credits)

|  |         | Fall  |         |                               | Spring   |        |  |
|--|---------|---|---------|-------------------------------|--|--------|--|
|  | Course  | name  | Credit  | Course                        | name   | Credit |  |
| Year 1<br>15<br>credits                  | NSG 520 | Advanced Health Assessment                    | 3       | NSG 522                       | Advanced Clinical Pharmacotherapeutics               | 3      |  |
|  | NSG 521 | Advanced Concepts in Pathophysiology          | 3       | NSG 692                       | Health Care Policy                                   | 3      |  |
|  |         |   |         | NSG 612                       | Theoretical Foundations of Advanced Practice Nursing | 3      |  |
| Year 2<br>15<br>credits                  | Fall    |   |         | Spring                        |  |        |  |
|  | NSG 611 | Research for the Advanced Health Professional | 3       | NSG 671                       | Practicum I  | 3      |  |
|  | NSG 630 | Care Delivery & Coordination I                | 4       | NSG 631                       | Care Delivery & Coordination II                      | 4      |  |
|  | NSG 634 | Role of the Advanced Practice Nurse           | 1       |                               |  |        |  |
| Year 3<br>16<br>credits                  | Fall    |   |         | Spring                        |  |        |  |
|  | NSG 632 | Coordinated Care of the Elderly               | 3       | NSG 673                       | Practicum III  | 5      |  |
|  | NSG 672 | Practicum II                                  | 5       | NSG 690                       | Epidemiology   | 3      |  |
| Summer (optional- for FNP students only) |         |   | NSG 635 | Family Centered Care Delivery |  | 3      |  |

NOTE: Practicum hours are as follows: NSG 671=150 hours; NSG 672 =250 hours; NSG 673 = 250 hours.  
 For practicum courses 1 credit = 50 hours/semester  
 NSG 671 = 3 credits = 150 contact hours (10 hours per week)  
 NSG 672 = 5 credits = 250 contact hours (16 ½ hours per week)  
 NSG 673 = 5 credits = 250 contact hours (16 ½ hours per week)

**James Madison University- Shenandoah University  
Nurse Midwifery Curriculum (41 Credits)**

| Course Number                                      | Course Name  | Credit Hours | Site Course Offered                                      |
|--|--|--------------|--|
| <b>Graduate Core at James Madison University</b>   |  |              |  |
| NSG 520  | Advanced Health Assessment                           | 3            | JMU  |
| NSG 521  | Advanced Pathophysiology                             | 3            | JMU  |
| NSG 611  | Research for the Advanced Health Professional        | 3            | JMU  |
| NSG 612  | Theoretical Foundations of Advanced Practice Nursing | 3            | JMU  |
| NSG 690  | Epidemiology   | 3            | JMU  |
| NSG 692  | Health Care Policy                                   | 3            | JMU  |
| <b>JMU Family Nurse Practitioner Track courses</b> |  |              |  |
| NSG 522  | Pharmacology   | 3            | JMU  |
| NSG 634  | Role of the Advanced Practice Nurse                  | 1            | JMU  |
| <b>Total for JMU</b>                               |  | <b>22</b>    |  |
| <b>Nurse-Midwifery</b>                             |  |              |  |
| <b>First Semester</b>                              |  |              |  |
| NM610  | Primary Care of Women                                | 3* 2(1)      | SU   |
| NM620  | Comprehensive Antepartal Care                        | 3* 2(1)      | SU   |
| <b>Total for Semester</b>                          |  | <b>6</b>     |  |
| <b>Second Semester</b>                             |  |              |  |
| NM630  | Midwifery Practicum                                  | (3)          | SU   |
| NM640  | Comprehensive Perinatal Care                         | 3* 2(1)      | SU, Clinical becomes competency-based due to intrapartum |
| <b>Total for Semester</b>                          |  | <b>6</b>     |  |
| <b>Third Semester</b>                              |  |              |  |
| NM660  | Advanced Nurse-Midwifery Role Development            | 1            | SU   |
| NMLB651  | Integrated Midwifery Internship                      | (5)          | Clinical becomes competency based due to IP              |
| NM652  | Evidence-Based Practice Project                      | 1            | Optimality Index Analysis of Evidence Based Care         |
| <b>Total for Semester</b>                          |  | <b>7</b>     |  |

\*Credit Hours in parenthesis are clinical credit hours

Proposed Credit allotment for each program, Degree conferred

| Program               | Credits | Degree Conferred                             |
|-----------------------|---------|--|
| JMU                   | 22      | MSN  |
| Shenandoah University | 19      | Post Graduate Certificate in Nurse-Midwifery |

Upon completion of the SU NM courses, SU will send transcript to JMU in order for all of the SU midwifery courses to be included on their JMU transcript. Students apply for summer graduation from JMU to receive their MSN degree. Graduates receive the MSN from JMU and the Post-graduate Certificate from Shenandoah University in August.

The Nurse Midwifery is offered in conjunction with Shenandoah University (SU). Students complete the first year of study (22credits) at JMU, and the second year at Shenandoah University (19 credits). The JMU credits may also be taken part-time over two years. The nurse midwifery courses are taken full-time at SU. Students will graduate with a degree from JMU and a Post-graduate Certificate in Nurse Midwifery from SU.

**Sample Full Time Post Master's to DNP Curriculum**

| <b>Year</b>         | <b>Course #</b> | <b>Course Name</b>                          | <b>Credits</b>      |
|---------------------|-----------------|---|---------------------|
| <b>Spring Yr. 1</b> | NSG 690         | Epidemiology & Population Health            | 3                   |
|                     | NSG 692         | Health Policy                               | 3                   |
|                     | NSG 714         | Evidence Based Practice: Chronic Illness    | 3                   |
|                     |                 | Focused Cognate                             | 3                   |
|                     |                 | Total                                       | 12                  |
| <b>Fall Yr. 1</b>   | NSG 711         | Analytical Methods                          | 3                   |
|                     | NSG 713         | Evidence Based Practice: Health Promotion   | 3                   |
|                     | NSG 771         | Advanced Practicum I                        | 3                   |
|                     |                 | Total                                       | 9                   |
| <b>Spring Yr. 2</b> | NSG 712         | Issues and Methods of Translational Inquiry | 3                   |
|                     | NSG 650         | Organizational Behavior                     | 3                   |
|                     | NSG 772         | Advanced Practicum II                       | 3 or 5 <sup>^</sup> |
|                     |                 | Total                                       | 9 or 11             |
| <b>Fall Yr. 2</b>   |                 | Focused Cognate                             | 3                   |
|                     | NSG 773         | Advanced Practicum III                      | 3 or 5 <sup>^</sup> |
|                     | NSG 800         | Capstone Project                            | 4                   |
|                     |                 | Total                                       | 10 or 12            |
|                     |                 | Program Total                               | 31 - 44             |

<sup>^</sup>The DNP requires 1000 course-related practice hours post-BSN to DNP. Post-master's students will have completed a variable number of MSN program contact hours.

**Sample Part Time Post Master's to DNP Curriculum**

| <b>Year</b>         | <b>Course #</b> | <b>Course Name</b>                          | <b>Credits</b>     |
|---------------------|-----------------|---|--------------------|
| <b>Spring Yr. 1</b> | NSG 690         | Epidemiology and Population Health          | 3                  |
|                     | NSG 692         | Health Policy                               | 3                  |
|                     |                 | Total                                       | 6                  |
| <b>Fall Yr. 1</b>   | NSG 711         | Analytical Methods                          | 3                  |
|                     | NSG 713         | Evidence Based Practice: Health Promotion   | 3                  |
|                     |                 | Total                                       | 6                  |
| <b>Spring Yr. 2</b> | NSG 714         | Evidence Based Practice: Chronic Illness    | 3                  |
|                     | NSG 712         | Issues and Methods of Translational Inquiry | 3                  |
|                     |                 | Focused cognate                             | 3                  |
|                     |                 | Total                                       | 9                  |
| <b>Fall Yr. 2</b>   | NSG 650         | Organizational Behavior                     | 3                  |
|                     | NSG 771         | Advanced Practicum I                        | 3                  |
|                     |                 | Total                                       | 6 or 8             |
| <b>Spring Yr. 3</b> |                 | Focused Cognate                             | 3                  |
|                     | NSG 772         | Advanced Practicum II                       | 3 - 5 <sup>^</sup> |
|                     |                 | Total                                       | 6 - 8              |
| <b>Fall Yr.3</b>    | NSG 773         | Advanced Practicum III                      | 3 - 5 <sup>^</sup> |

|  |         |               |        |
|--|---------|---------------|--------|
|  | NSG 800 | Capstone      | 4      |
|  |         | Total         | 7 or 9 |
|  |         | Program Total | 31 -44 |

^The DNP requires 1000 course-related practice hours post-BSN to DNP. Post-master's students will have completed a variable number of MSN program contact hours.

## Graduate Program Course Descriptions

NSG 520. Advanced Health Assessment. 3 credits.

This course provides advanced knowledge and health assessment skills. Emphasis is placed on interviewing, history taking, physical assessment and diagnosis based on clinical findings. Normal and abnormal health assessment findings are emphasized. Characteristics of clients from diverse ethnic and cultural backgrounds and age groups are considered. Considerations for the aging client are emphasized. Classroom activities focus primarily on assessments that require history-taking skills and utilize organizing theory and frameworks. Labs focus on the knowledge and skills for history-taking and physical examination.

NSG 521. Advanced Concepts in Pathophysiology. 3 credits.

An advanced, clinically-oriented study of human physiology and the alterations in body functions that underlie diseases in humans. *Prerequisite: Admission to the Graduate Nursing program.*

NSG 522. Advanced Clinical Pharmacotherapeutics. 3 credits.

Building upon the knowledge of pharmacology learned at the undergraduate level, this course examines concepts in pharmacotherapeutics necessary for advanced nursing practice. Emphasis will be placed on pharmacokinetics and pharmacodynamics of important classes of drugs. Considerations for the aging client will be highlighted. Case studies will provide an opportunity for critical thinking, clinical application and care coordination. *Prerequisite: None*

NSG 611. Research for the Advanced Health Professional. 3 credits.

The purpose of this course is to advance the role of the nurse in the utilization of new knowledge through scholarly inquiry. The emphasis is on the nursing research process leading to the systematic evaluation and application of evidence-based nursing. Students will analyze and synthesize current studies to improve healthcare interventions and translate findings into practice.

NSG 612. Theoretical Foundations of Advanced Practice Nursing. 3 credits.

This course provides students with an opportunity to analyze and utilize nursing models and theories to explain advanced nursing practice. Students will explore advanced practice nursing from a theoretical standpoint and identify strategies for evaluating selected models and theories.

NSG 630. Care Delivery and Coordination I. 4 credits.

This course focuses on the evaluation, management and care coordination for clients with common acute health deviations across the adult lifespan within a variety of contexts. The course builds on knowledge and skills from health systems management, advanced health assessment, pathophysiology and pharmacology. Emphasis is placed on formulating diagnoses and plans of care that encompass client, family and coordinated systems of care. *Prerequisites: NSG 520, NSG 521. Corequisite: NSG 522.*

NSG 631. Care Delivery and Coordination II. 4 credits.

This course focuses on the evaluation, management and coordination of care for adolescent and adult clients with common chronic health deviations within a variety of contexts. The course builds on knowledge and skills from advanced health assessment, pathophysiology, and pharmacology and ethics. Emphasis is placed on formulating diagnoses and developing plans of care that encompass clients, families and community resources. *Prerequisites: NSG 520, NSG 521 and NSG 522.*

NSG 632. Coordinated Care of the Elderly. 3 credits.

This course focuses on the health issues and needs of older adults and principles for evaluating, managing, and coordinating their care. Students will differentiate normal changes and symptoms of aging from disease-related symptoms, focusing on the achievement of optimal health and function for older adults. Emphasis is on the collaborative role of advanced practice nurses in assisting older adults and family caregivers from diverse ethnic and cultural backgrounds to negotiate health care delivery systems. *Prerequisites or corequisites: NSG 520, NSG 521 and NSG 522.*

NSG 634. Role of the Advanced Practice Nurse. 1 credit.

This course will focus on historical and developmental aspects and competencies of advance practice nursing (APN), and the continuing evolution of the APN role. Students will explore the varied roles that APNs assume in the health care system and the legal and ethical considerations for advanced practice.

NSG 635. Family Centered Care Delivery. 3 credits.

This course focuses on care given to the family unit, as well as individuals within the family unit. Family theory, assessment and management will be emphasized. Emphasis will be placed on assessment and care of the childbearing family and the family with young children. Individual care will focus on the pregnant woman, the newborn, infant, toddler, preschool and school age child (up to adolescence). This course builds on knowledge and skills from advanced health assessment, pathophysiology and pharmacology. *Prerequisites: NSG 520, NSG 521, NSG 522 and NSG 630.*

NSG 650. Organizational Behavior in Health Care. 3 credits.

This course focuses on theories, research, and frameworks that enhance the advanced practice nurse's understanding of behavior, leadership, and management in interprofessional health care teams and organizations. Emphasis is on the "micro" and "macro" level issues and their implications for interprofessional behavior management and change in health care systems.

NSG 651. Leadership Development. 3 credits.

This course focuses on developing knowledge and understanding of nurse leader roles. Leadership theory and interdisciplinary team decision making in culturally diverse healthcare settings are reviewed. Aspects of leadership in relation to the utilization of current research-based information to plan for the design, implementation and evaluation of client-centered care will be examined.

NSG 653. Educational Methodologies for Nurse Leaders. 3 credits.

This course will investigate the uses of appropriate teaching/learning principles and strategies for a variety of diverse populations. Current information, materials and technologies will be reviewed to facilitate and evaluate the learning of clients, groups, and health care professionals.

NSG 655. Concepts for Nurse Administrators. 3 credits.

This course provides a synthesis of concepts used for effective performance of the nurse administrator's role in organizations. The use of human and financial resources is examined within an organizational framework and the strategic management of organizational goals, culture and diversity is highlighted. *Co-requisites: NSG 650 & 651*

NSG 671. Practicum I. 3 credits.

Emphasizes advanced practice role development, complex and holistic client/family care, health promotion/maintenance and care coordination. Practicum is individualized and will highlight the advanced practice roles of clinician, manager, consultant, educator and researcher. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. *Prerequisites: NSG 520, NSG 521 and NSG 630. Corequisite: NSG 522*

NSG 672. Practicum II. 5 credits.

Emphasis will be placed upon the application of clinical skills, theories, concepts, issues and research findings to the clinical care of children, adolescents, adults and/or older adults. Care coordination issues will be addressed as they specifically impact diverse populations in all care settings. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. *Prerequisites: NSG 630 and NSG 671.*

NSG 673. Practicum III. 5 credits.

Continues emphasis on the application of clinical skills, theories, concepts, issues and research findings to the clinical care of children, adolescents, adults and/or older adults. Care coordination issues will be addressed as they specifically impact the selected population. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification. *Prerequisites: NSG 631 and NSG 672.*

NSG 676. Clinical Nurse Leader Practicum I. 4 credits.

This course provides opportunities to apply and integrate leadership knowledge and concepts through an immersion experience. Emphasis is on improving outcomes for patients and/or a clinical area as an information manager. Interventions for health care/education, disease prevention, and risk reduction will be implemented that promote safe, quality care. *Prerequisites: NSG 650 & NSG 651. Corequisite: NSG 653.*

NSG 677. Clinical Nurse Leader Practicum II. 4 credits.

This course provides opportunities to apply and integrate knowledge and concepts through an immersion experience. Emphasis is on delivery systems and functions that impact patient safety and quality of care. System analysis/risk anticipation, technology utilization,

and/or resource management are explored. *Prerequisites: NSG 650 & NSG 651. Corequisite: NSG 653.*

NSG 678. Nursing Administration Practicum I. 4 credits.

This practicum course is designed to provide opportunities to apply administrative principles in a health care setting. Emphasis is placed on the effective use of resources to improve client health outcomes. *Prerequisites: NSG 650 & NSG 651. Corequisite: NSG 655.*

NSG 679. Nursing Administration Practicum II. 4 credits.

This practicum course is designed to provide opportunities to apply administrative principles in a health care setting. Emphasis is placed on the organizational environment, and interface with governmental and non-governmental organizations. *Prerequisites: NSG 650 & NSG 651. Corequisite: NSG 655.*

NSG 680. Independent Study in Nursing. 1-3 credits.

This course provides the opportunity for independent study in a specialized area of concentration. It is conducted under the supervision of a faculty member. *Prerequisites: Approval of graduate program Director and School head.*

NSG 681. Special Topics in Advanced Practice Nursing. 1-5 credits

The course provides study of specific topics in Advanced Practice Nursing. May be repeated for credit as course content changes. Courses are offered based on faculty and student interests.

NSG 690. Epidemiology and Population Assessment. 3 credits.

This course focuses on the distribution of health-related conditions within human populations and factors influencing their distribution. Emphasis is on measurement of the health of populations, the natural history of diseases, study design, and assessment of data sources within the context of interprofessional practice. It addresses health systems that focus on health promotion and disease prevention.

NSG 692. Health Policy for Practice and Advocacy. 3 credits.

This course addresses the foundation of health policymaking. It emphasizes policy analysis for interprofessional practitioners in leadership roles. Federal and state policymaking and the mechanisms for health policy change are emphasized. Policy issues impacting health delivery will form the basis for the development of critical understanding of policy development.

NSG 696. Advanced Practicum. 3 or 6 credits.

Emphasis on the application of skills, theories, concepts, issues and research findings to the clinical care of selected populations in age ranges appropriate for the selected track. Clinical competency for a specific population is emphasized. This course will use clinical preceptors as well as faculty. *Prerequisite: NSG 673 or permission of the instructor. For FNP students, prerequisite: NSG 635.*

NSG 711: Analytic Methods for Health Care. 3 credits

This course prepares doctoral level practitioners with skills and competencies needed to assimilate knowledge at a high level of complexity focusing upon clinical scholarship in nursing. Students will focus on quantitative, qualitative, and mixed methods to critically

appraise available data and research to achieve a better understanding of clinical decision-making and evidence-based practice.

NSG 712: Issues and Methods in Translational Inquiry. 3 credits

Traditional nursing practice has relied more on experiential wisdom than science to make decisions that affect patient outcomes. This course will build on research methodologies and informatics to analyze and evaluate research underlying evidence-based practice. It will explore models used in the dissemination of knowledge and the translation of research into practice within the context of interprofessional practice.

NSG 713: Evidence Based Practice: Clinical Prevention and Population Health. 3 credits  
Health is imperative for quality of life and for economic vitality. This course explores theory development regarding health behavior and strategies for interventions with individuals and populations. Program development, implementation, evaluation and initiatives to reduce risk and improve health status are explored. Evidence based practice to improve clinical preventive services is examined.

NSG 714: Evidence Based Practice: Chronic Illness. 3 credits

This course addresses best practices for chronic disease care. Chronic Illness is highly prevalent, costly, and preventable. Issues resulting from chronic illness are explored within the context of Interprofessional Collaboration and Care. Theoretical frameworks for chronic illness are reviewed. Standards of care for select chronic illnesses will be compared with evidence-based practice literature.

NSG 771: Advanced Practicum I. 3 credits

This is the first of three practicum courses designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity. Practicum I has a direct practice emphasis. Students examine the evidence base that informs interprofessional practice and applies findings in the provision of client and population focused interventions.

NSG 772: Advanced Practicum II . 3 - 5 credits

This is the second of three practicum courses designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity. Practice II has a health systems emphasis. Within the advanced practice role, students examine and analyze systems of care and the implications for client care.

NSG 773: Advanced Practicum III. 3 - 5 credits

In Practicum III, students synthesize and expand learning developed to this point, and demonstrate mastery of advanced practice at a high level of complexity. This course provides the practice context within which the final DNP capstone project is completed.

NSG 800: Capstone Project. 4 credits

For the scholarly capstone project students systematically use evidence to improve either practice or patient care outcomes within an advanced nursing practice specialty. The project produces a tangible and deliverable product that summarizes the student's growth in knowledge and expertise and is evaluated by an academic committee.

The Nurse-Midwifery courses can be found in the Shenandoah University catalog at <http://q8rkuwu1ti4vaqw33x41zocd.wpengine.netdna-cdn.com/academics/files/2012/07/Graduate-Catalog-2016-17.pdf>.

### **Section III. Admission to Graduate Nursing**

Applicants are admitted to The Graduate School under three classifications: unconditional, conditional or provisional admission.

#### **Unconditional Admission**

Unconditional admission is admission to a graduate program without reservation and indicates that applicants have met all the entry criteria of The Graduate School and the specific graduate programs.

#### **Conditional Admission**

Conditional admission indicates that applicants have met all the entry criteria of The Graduate School Programs, but the specific graduate program has identified specific conditions that must be met before the applicant attains unconditional admission status.

Provisions of conditional acceptance are usually determined at the programmatic level and can only be removed or modified at the same level. After the conditions have been addressed students may make a written request to their adviser, who decides if the conditions have been met. The adviser then contacts the dean of The Graduate School indicating the change of status. Students are encouraged to attain unconditional acceptance as soon as possible. Master's students have a maximum of six years to complete their programs. Doctoral students have a maximum of eight years to complete their programs. All students attain unconditional status prior to program completion.

#### **Provisional Admission**

Students who have not fully met the requirements of the program or School to which admission is sought may be granted admission under a provisional status as prospective candidates for a degree. Such students must have as their initial objective the removal of provisional conditions to achieve advancement to unconditional status. A student may be admitted to a graduate program under provisional status if

- the previous academic record is weak,
- prerequisite course work is insufficient, or
- the applicant has majored in another field and has not yet clearly demonstrated abilities in the proposed new field.

Provisional admission is a probationary status; the requirements for advancement to unconditional status are specified in each student's provisional admission letter. To change from provisional to regular status, students must submit a written request to their major adviser. The adviser then contacts the dean of The Graduate School indicating the change of status.

Approval for graduate credit earned while enrolled in a provisional status will be determined by the dean of The Graduate School upon recommendation of the appropriate academic unit head. No more than nine hours of graduate credit taken in this status may be applied to the degree program upon the recommendation of the academic unit head and approval of the dean of The Graduate School. Regulations concerning unsatisfactory progress apply to this classification.

## **Nursing Graduate Program Admission Requirements**

### Master of Science in Nursing

To be considered for admission to the program prospective students must:

- Apply to The Graduate School ([www.jmu.edu/grad](http://www.jmu.edu/grad))
- Hold a Bachelor's Degree in nursing or another field with a cumulative GPA of 2.8
- Hold a current unrestricted Registered Nurse License.
- Provide GRE or MAT scores
- Relevant professional clinical experience
- Have taken undergraduate or graduate course in statistics with a grade of C or higher.
- Meet the School's technical standards for admission ([www.nursing.jmu.edu](http://www.nursing.jmu.edu)).
- Evidence of personal and professional qualifications in form of two (2) professional recommendations.
- For international students, obtain a passing grade on CGFNS exam (both parts); Apply for VA RN license (TOEFL 550 required or completion of the English program at the highest level-112). (Contact program Director for more information.)
- A personal interview upon request
- CPR certification
- Additional documentation will be required upon admission

### **Doctor of Nursing Practice (DNP) Program Admission Requirements with MSN degree:**

To be considered for admission to the program, prospective students must:

- Apply to The Graduate School ([www.jmu.edu/grad](http://www.jmu.edu/grad))
- Official Transcripts. Applicants must submit one transcript from each post-secondary institution attended. Applicants must have completed a Master's Degree in Nursing from a nationally accredited institution. A minimum of 3.2 GPA for graduate work is preferred.
- Registered Nurse Licensure. An unencumbered Registered Nurse license must be presented in the state where you plan to do your clinical practica.
- Advanced Specialty Certification. For Nurse Administrator applicants, national certification is desired but not required. Other applicants should have the APRN (Advanced Practice Registered Nurse) designation in their home states and national board certification as a CNS, NP, CNM, CNL, or CRNA in their areas of specialty (as appropriate). Applicants without national certification will be individually evaluated but must submit evidence of their specialty expertise.
- Hold current CPR and health records
- Meet the School's technical standards for admission.

- Letters of Recommendation. Strong professional references from three persons are required: one (1) academic reference, one (1) from a current clinical supervisor, and a third reference either academic or clinical. Reference should be current, from within the last two (2) years. Applicants are strongly encouraged to select a doctorally prepared nurse as one of the three recommenders.
- Curriculum vitae or resume.
- Statement of Professional Goals: a. What are your professional goals? How will a DNP degree from James Madison University help you attain your professional goals? b. Describe your current advanced practice role, or if you are pursuing a new specialty, explain what you are planning to do with your nursing career in your specialty after you complete the Doctor of Nursing Practice. c. In addition to the information contained in your resume, what strengths do you possess that would contribute to your success in James Madison University's DNP program and in a community of interprofessional scholars? What areas do you see that may be a challenge for you? d. Identify the area of scholarly inquiry focus from your practice that you plan to explore as part of the DNP program (e.g., quality improvement initiative, evidence-based practice guidelines, new model of care, policy analysis). Provide details such as the problem or question you seek to study more about and answer through doctoral study. e. Describe the clinical agency/organization in which you would like to pursue your scholarly activity, providing the name and address of the site. Include your rationale for selecting this setting.
- Interview. After the initial review of the application, applicants may be contacted for an interview.
- Technology Requirements. James Madison University School of Nursing considers the Internet communication link an essential learning resource for doctoral students. DNP students will be required to have a home computer, printer and Internet service provider that has high speed broadband Internet access and webcam technology.
- For international students, provide evidence of passing grade on CGFNS exam (both parts) or IELFS score of at least 7.0, apply for VA RN license (TOEFL 570 required). Contact program director for more information.

### **Admission Policies**

Applicants are admitted to the university and The Graduate School before they are admitted to the graduate nursing program. Because there are additional admission requirements for the nursing program, admission into the university and college does not guarantee admission into the nursing graduate program. Individuals must complete the web-based MSN or DNP program application form, which is available online at <http://www.jmu.edu/grad/prospective/>

As part of the TGS admissions procedure, official transcripts from all previously attended colleges and universities must be sent directly from these institutions to TGS. After receiving an acceptance letter from TGS, new students make an initial advising appointment with the nursing Graduate Program Director or faculty advisor to discuss admission to the program and to complete a Plan of Study.

A GPA of 2.8 in the bachelors program is required for regular admission to the MSN program. Students with a bachelor's degree in a field other than nursing are considered on an individual basis, and transcripts are reviewed for required courses from which to build on with the Master's of Science in Nursing Program. Students with a GPA below a 2.8 may be considered for provisional admission.

A minimum GPA of 3.2 for graduate work is preferred for admission to the post-MSN DNP program. Applicants must have completed a Master's Degree in Nursing from a nationally accredited institution for admission to the DNP program.

Students are limited to 9 credits of enrollment at provisional status and must obtain a grade of B or higher in each course in order to continue in the program. Students can transfer a maximum of 9 graduate course credits from other institutions. A grade of "B" or better must be earned in courses requested for transfer credit. Courses taken for pass/fail or satisfactory/unsatisfactory grades will not be accepted for transfer graduate credit. Under no circumstances can more than one-third of the total graduate credits required for completion of a program be considered for transfer inclusion in the student's program of study. This includes credits earned at JMU prior to acceptance into the Graduate Program.

Students must submit copies of health and professional documentation records to enrolling in practicum or residency experiences. This includes the RN license and specific health records as included in the admission letter. If students have completed graduate courses at another university and wish to transfer credit, copies of transfer course descriptions and course syllabi must be provided to the Graduate Program Director for evaluation for equivalency with required courses.

#### **Section IV: Advising**

Information about admission requirements and registration is available on the TGS and Nursing websites. The University Catalog and the Graduate Catalog contain official policies and regulations about student conduct, admission, fees, refund policies, advising, policies and procedures for graduation, thesis or research project, grading policies, and graduation requirements. You may access these handbooks on the web at [www.jmu.edu/handbooks](http://www.jmu.edu/handbooks) and the Graduate Catalog on the TGS website. Specific graduate nursing policies have been written in this handbook under Section V: Academic & Progression Policies.

#### **Advising Requirements**

Each student is assigned a faculty advisor upon admission into the graduate nursing program. It is the student's responsibility to seek academic advisement initially and once every semester (after the initial plan for taking courses has been established), or more often as needed. Each semester students are required to review the Plan of Study Form and to confer with their adviser to update changes before registering for classes. Graduate faculty advisers are available to assist students in selecting a program of study, clarifying coursework requirements, and identifying available course offerings. Contact information for individual faculty advisors is available on the SON web site.

After the student is accepted into the graduate program in nursing, the student is required to meet with the assigned adviser. The adviser assists with determining the best academic plan and with completion of the Plan of Study Form, which outlines the courses

the student is to complete in order to be eligible for graduation. The Plan of Study Forms are located in the last section of this handbook. The completed form is copied to the student file and also sent to the Graduate Program Director.

Specific Curriculum Guides Forms, located in the last section of this handbook, provide a schedule of courses to be completed during specific semesters of enrollment. Advisors assist students with knowing which classes are available during each semester. Students should consult this handbook and TGS Graduate Catalog to ascertain general requirements and Schoolal requirements that should be given attention in completing their degree program.

### **Important Milestones during the Graduate Program**

The following steps must be completed to receive a graduate nursing degree:

1. See the assigned faculty adviser in the nursing program to complete the Plan of Study form.
2. Completion of requirements of provisional or conditional admission, if applicable.
3. Changes in concentration (e.g. from the family nurse practitioner to the clinical nurse leader program) must be requested using the appropriate form and sent to the Graduate Program Director.
4. Changes from full-time to part-time status must be made in writing to TGS and the Graduate Program Director.
5. Any change in coursework must be approved in advance of course completion by assigned faculty adviser. All course and other requirements for the degree must be completed within six years.
6. Complete all coursework in the program with a minimum B average (3.0 grade point average). Note that students are required to achieve a minimum course grade of "B-" or better for specific courses as listed in Section V of this handbook.
7. Complete the portfolio by published deadline for MSN program. For DNP students, complete the capstone requirements and all program deliverable requirements by published deadline (see DNP Capstone Toolkit in Appendices).
8. Apply for graduation by the application deadline stated for the semester in which students wish to graduate. Graduation application forms are available on the TGS website. Submit the graduation application form two weeks prior to university deadline to assure adequate processing time.

### **Schedule of classes**

A schedule of the classes is published electronically prior to each academic semester.

### **Academic Credit Loads**

Graduate students must take 9 or more credit hours to be considered full time.

### **Registration Procedure**

Students register on-line each semester after they are accepted for admission. Continuous enrollment must be maintained. If students need to be on leave for a semester for personal reasons, they must notify the Graduate Program Director, TGS, and enroll in a 1-credit course, GRAD 597, at a reduced tuition fee in order to stay in the graduate program.

**Eligibility for Classes**

Courses are sequenced to ensure requisite knowledge. Thus, prior to enrolling in a course, students must assure that they have completed prerequisite and corequisite courses. These requirements are noted in the graduate catalog along with course descriptions. In some situations, a waiver may be considered and requested in writing to the program director.

**Adding/Dropping Classes**

Students may add or drop a class via the web within the grace period noted for each semester, <http://www.jmu.edu/registrar/>. After that time, the instructor's signature is required. Students who change enrollment in courses after these deadlines must obtain signatures from the Nursing School Head and the Graduate Program Director. Students should decide early if their schedule permits successful course completion, and discuss concerns with the instructor before adding or dropping a course.

**Transfer Credit**

Per TGS policy, all credit taken at either JMU or another institution prior to acceptance in the program must be transferred during the first semester of graduate study. An "Approval of Transfer Credit" form, located in the last section of this handbook, must be submitted.

## Section V: Academic and Progression Policies

Students enrolled in the Graduate program must adhere to all applicable policies, rules and regulations of JMU and its divisions – administrative Schools, The Graduate School (TGS) the College of Health and Behavioral Studies (CHBS), and the School of Nursing. The following rules and regulations are either programmatic additions to other university and Schoolal policies or applications of university policies to the program. Students are referred to the JMU Graduate Catalog and the University student handbook for additional information and guidelines.

### **Academic Progression for MSN programs:**

Students must achieve at least a “B-” in the following courses in order to satisfactorily progress:

- NSG 520 Advanced Health Assessment
- NSG 671 Practicum I
- NSG 672 Practicum II
- NSG 673 Practicum III
- NSG 676/677 CNL Practicum I & II
- NSG 678/679 NA Practicum I & II

In all graduate courses students may receive a maximum of two grades of “C”, and must maintain a grade point average (GPA) of 3.0. Students whose GPA falls below 3.0 or who receive a third grade of “C” may not progress in nursing courses.

Unsatisfactory progress is subject to regulations put forth in the TGS catalog. However, it is important to note that the Nursing School policies on unsatisfactory progress supersede TGS policies. If, at any time, a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program. Failure of a student to achieve the requirements as stated above will result in a review by the program coordinator, advisor, and graduate program director. Students dismissed from the program who want to return to the university must re-apply to program.

### **Progression Policies**

Students who receive a grade of less than a B- in a course requiring a “B-” as a minimum grade must seek Schoolal approval to repeat the course. In the event a student receives a “C” in a course requiring the minimum B-, she/he may have the option to progress sequentially to the next semester, and to retake the failed course through guided independent study following the course failure. If the failed course is prerequisite to another specialty course, it may require that the student wait to progress until the following semester.

If at any time a graduate student fails to make satisfactory progress toward the degree, the student may be denied permission to continue in the program. Such a decision may be reached by the student’s major adviser in conjunction with the Graduate Program Director and academic unit head, and will be referred to the Dean of TGS for final action.

### **Probationary Status and Dismissal from the Program**

A student, who receives a third grade of “C” in the program, whether it be repeated or taken for the first time, will not be allowed to continue in the program. Students are permitted to

repeat a course once, and will not have the option of repeating failed courses following a second failure.

A student will be dismissed from the program or provisional status will be revoked if the student receives an “F” or “U” in any graduate course or a total of three “C” grades in his or her graduate program. Unless there are extraordinary circumstances, a student dismissed from the degree program may not enroll in any graduate level courses for a period of one year. Students who want to return to the university must reapply for admission. A graduate student will receive a notice warning upon receiving a grade of “C” in any two graduate courses or if the student’s GPA falls below 3.0. This academic warning will be noted on the student’s transcript.

### **Clinical Probation**

In clinical and residency courses, satisfactory performance (using the performance evaluation tool) is mandatory for a passing grade. Students who demonstrate irresponsible, unprofessional, or unsafe behavior in clinical practice may be placed on probation. Depending upon the type and seriousness of the problem, the student may be put on probation or asked to withdraw from the course and/or program prior to the end of a semester. Unsatisfactory performance leading to probation occurs when the student:

- Consistently fails to meet clinical objectives.
- Does not take initiative and/or takes initiative inappropriately, thereby endangering client's safety and well-being.
- Is insensitive to client's needs.
- Is consistently unable to develop communication skills and form therapeutic relationships with clients, families and coworkers, even with guidance.
- Frequently exhibits negligent behavior causing potential irreversible damage to the client.
- Violates professional ethics through behaviors such as:
  - Carelessness with client confidentiality.
  - Inconsistency in complying with agency policies.
  - Failure to recognize implications of behavior for the professional role.
  - Violation of therapeutic nurse/client relationship.
  - Gross violation of agency policies.
  - Consistently fails to meet obligations.
  - Inability or unwillingness to acknowledge errors or areas of weakness, even when identified by the faculty.

The Clinical Probation form is used to document student practicum performance issues leading to probation. The faculty member consults with the program Director and meets with the student to develop a contract that delineates the time frame for student improvement. Probation will be effective during the semester it is started and for at least one additional semester. During that time the student must meet contract goals and all practicum objectives. A copy of the probationary action is placed in the student file in the nursing office.

**JAMES MADISON UNIVERSITY**  
**SCHOOL OF NURSING**  
*Notice of Clinical Probation*

\_\_\_\_\_ will be on clinical probation as  
of \_\_\_\_\_ (date) until \_\_\_\_\_ (date) for  
\_\_\_\_\_.

Description of the Incident or Pattern of behavior:

Re-evaluation Criteria (step-by-step goals):

Satisfactory and safe performance must be demonstrated by \_\_\_\_\_ from this date forward. Any further unsatisfactory performance in the clinical or laboratory setting will result in a faculty review and possible failure of courses and/or dismissal from the nursing program. This documentation will become a part of the student's nursing school record. The signing of this document indicates that the parties involved understand cause for probation and the steps necessary to successfully complete the courses involved and /or the program.

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

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

## Grading Policy

The grading policy is consistent with that of the university. The School of nursing will use plus and minus grades and no grade will be rounded upward. The following scale is used for all course final grades in the School of Nursing:

- A 93-100
- A- 90.00-92.99
- B+ 87.00-89.99
- B 83.00-86.99
- B- 80.00-82.99
- C 70.00-79.99
- F 0 – 69.99

## Policy on Incomplete Grades in Required Nursing Courses

- **Incomplete grades:** *NOTE – The School of Nursing policy regarding incomplete grades is different than the JMU policy.* JMU requires an incomplete (I) grade to be completed by the end of the next regular semester. An “I” given for a fall semester course must be satisfactorily completed within the first 3 weeks of the spring semester. An “I” given for a spring semester course must be completed by the end of May. If the course is prerequisite to courses that the student is concurrently enrolled in, they will be required to withdraw from those courses. Faculty will give an “I” only for illness or other compelling reasons that are clearly documented. Unsatisfactory work is not a basis for an incomplete grade. The faculty member and student must agree on a feasible plan to complete the course work. When a faculty member assigns a grade of “I” they communicate in writing to the program Director and/or School head:
  - Rationale for assigning the “I”
  - Conditions for course completion
  - Date(s) for accomplishing each condition and for completing the course

## Academic Review

In the event that a student’s progress is unsatisfactory either through academic warning or clinical probation, either the advisor or an appointed ad hoc committee (advisor and 2 additional faculty) will meet with the student to develop a plan for resolution and remediation. The advisor will provide guidance for student achievement of academic requirements. The purposes of the meeting are as follows:

- To identify the source of the student’s academic difficulty.
- Recommend remediation strategies by which the student can overcome the difficulties and succeed in the program.
- If there is no reasonable hope of success in remediation of the problem/s, the recommendation will be sent to the School Head. The decision is forwarded to the Dean of the Graduate College for the final decision, and the student may be denied permission to continue in the program.
- Unless there are extraordinary circumstances, remediation is limited to didactic courses as follows:
  - Repeating a course/s and earning a “B-“ or above.
  - Successfully completing a prescribed remediation exercise to be determined by the faculty and approved by the Graduate Program Director. The timing and required level of success for remediation exercises is determined by the faculty and approved by the School Head.

Note: Clinical/Residency courses are of the utmost importance. No remediation will be offered for failure to attain at least a “B-” in the DNP Practica Courses (NSG 771, 772, 733), Nurse Practitioner Practica Courses or the Nurse Leader Practica Courses (NSG 671, 672, 673, 676,677,678, 679).

Consistent with TGS, the original course grade of “C” is not removed by remediation or by repeating the course, and all grades are calculated in the student’s GPA. Of note is that a cumulative GPA of 3.0 or above is required to graduate.

### **Advanced Academic Standing**

Completion of the curriculum requires that students successfully complete all required courses. As a general rule credit for the required courses is earned by successfully completing the listed JMU courses while enrolled in the program. No credit is granted for experiential learning attained prior to entry into the program. In accord with TGS regulations on transfer credit, students who wish to receive graduate credit for courses taken prior to entering the JMU graduate program must submit requests to their adviser during the first semester of enrollment. The Transfer of Credit form is available in the last section of this handbook.

### **Change in Graduate Concentration Policy**

Changes in concentration from one role specialty to another are not routinely approved. In instances of exception, students may wish to request a change in concentration after they are admitted to the graduate program. Only requests from students who are in good academic standing will be considered. There are many factors that determine our ability to meet a request for a change of concentration. Some examples of these factors are the availability of class and clinical resources, student academic ability, and congruence of identified career goals with role preparation. Please note these are only examples and are not all inclusive.

Requests may be made by completing the School of Nursing form titled, **Request of Change in MSN Concentration Form**, and submitting it to the Graduate Program Director. The form is located under the “Forms” section of this handbook. This request will be reviewed by the Graduate Admission and Progression Committee, who will make a confidential recommendation to the Graduate Program Director. The Graduate Program Director will make the final decision to grant or deny the request. An interview with the Admission & Progression Committee or Program Director may be required. This student can expect to hear a decision within 4 weeks after submitting the request during the regular academic year.

### **Academic Complaints and Grievance Procedure**

The nursing School operates within university policies for grade review and complaints relative to grade appeal, sexual harassment, or discrimination. These policies can be found in the Graduate Catalog and web site. The following are guidelines to address any area of concern or conflict within the nursing program. Complaints may be related to the outcomes of a course, the manner in which a specific situation was handled, or School policies or procedures.

1. The nursing faculty endorses direct and honest dialogue in seeking conflict resolution. It is committed to hearing student perspectives in areas of disagreement or conflict.
2. Students are expected to demonstrate responsible, accountable, and professional behavior in seeking to resolve conflict. This includes the use of open and direct communication with persons with whom one has differences.
3. Students with concerns or complaints related to course work or outcomes, scheduling, School policies or the way a situation was handled, are invited to discuss their concerns in the following manner:
  - o The concern should first be discussed with the individual faculty. The purpose of this discussion is to listen to each other and to reach a consensus or resolution on the issue of concern.

o If the concern cannot be resolved between the parties directly involved, it should be discussed with the Graduate Program Director who will review all of the information and meet with any parties present, including student(s) and faculty member(s), if deemed appropriate. If the concern involves a course issue the entire course team may meet with the student(s).

o After discussion with and consideration by the Graduate Program Director and all parties involved, if the concern or issue is not satisfactorily resolved, the student may file a formal complaint, grade review, and/or initiate a grievance procedure, following university policy and procedures. In a formal complaint the student is expected to provide data documenting the concern in writing, and to specify the action being requested. The formal complaint must be in writing in the form of a letter sent to the academic unit head, with copies to all persons concerned. If the academic unit head is unavailable to respond to the student grade review and/or grievance process, the Graduate Program Director will respond.

4. If the student believes the outcome of this process is not satisfactory, the student has the option of appealing to the Dean of the College.
5. Records of informal complaints are retained by the parties involved at their discretion and may be entered into the student's file. Graduate students are required to follow the JMU Graduate programs General Appeal Policies and Process found in the JMU Graduate Catalog. The JMU Policy on Student Complaints can be found at <https://www.jmu.edu/JMUpolicy/policies/3110.shtml>

### **Withdrawal from a Course**

A student may drop a course without special permission through the time period designated as the “add/drop period”. Refer to e-campus at <http://www.jmu.edu/registrar/> for exact dates. Students are responsible for knowing their course schedules and for making any desired course adjustments by the published withdrawal deadlines. A student may terminate enrollment in a course by withdrawing from the course after the add/drop deadline. A student who withdraws from a course will receive a grade of "W" for the course, and this grade will be recorded (and remain) on the student's transcript regardless of the status of the student in the course at the time of the withdrawal.

In extraordinary situations, a student who becomes unable to complete some course requirements after the course adjustment deadline (typically during the thirteenth week of a regular semester class – see term calendar for exact date) may request a grade of "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) from the instructor. A student should not assume that a late withdrawal will be provided by the instructor. There is no obligation for the instructor to assign a "WP" or "WF" grade. If appropriate, the instructor determines the form (e.g., verbal, written) and timing of requests for a "WP" or "WF" grade. The student must ensure that the request is made in an appropriate manner and at an appropriate time. In response to such a request, the instructor may choose to record a grade of "WP" or "WF" but is not obligated to do so (and may record any grade other than "W"). The “WP” or “WF” will be recorded and remain on the student’s transcript. The course instructor may also suggest that the student contact the Office of the Dean of Students about withdrawing from the university. Withdrawing from a course will not result in a tuition reduction.

### **Withdrawal from the Graduate Program**

A student who desires to withdraw from the graduate program must follow TGS policy as noted in the JMU Graduate Catalog available on TGS web site.

### **Readmission Policy**

Students are required to review the School of Nursing's re-admission policies and TGS's "Reinstatement policy" found in the Graduate Catalog. When a student withdraws from the nursing program for personal, performance, or academic reasons, the student may seek re-admission, which will be considered on the basis of available space and evidence that problems have been appropriately resolved. The student must:

1. Submit a request in writing to the Graduate Program Director during the semester prior to the semester of desired enrollment. Re-admission is not automatic and priority is not necessarily given on the basis of previous enrollment. A personal interview with the Program Director is required prior to re-admission.
2. When leaving the program due to unsatisfactory performance in the program, the student seeking readmission must:
  - Acknowledge responsibility and accountability for the problem that resulted in dismissal.
  - Show evidence of initiative to correct the problem. An example is activities that promote academic growth and insight while not enrolled in the program. Documentation to demonstrate readiness to perform beyond the minimal standard if readmitted may be provided through medical or counseling reports; letters of recommendation; new grade reports; employment records; special projects or volunteer work; evidence of academic remediation, and/or statement of personal goals and a plan of action.
3. Complete nursing courses in existence at the time of re-entry. Students applying for re-admission after a lapse of three or more years, may, at the discretion of faculty, be required to validate knowledge by examination or by repeating nursing courses.

### **Graduation Requirements and Procedures**

The Graduate Catalog identifies specific requirements for graduation. Highlights include:

- Complete and submit the Application for Graduate Degree form.
- Be continuously enrolled to the graduate program from admission to graduation.
- Complete graduate program with an overall GPA of 3.0 or higher.
- Successfully complete a comprehensive assessment.

### **Additional Nursing Graduate program requirements for graduation**

Students must confer with their academic adviser one semester prior to the semester in which they expect to graduate to allow sufficient time for the adviser to review the student's academic record and assure that all requirements for graduation are met. All students must complete the Intent to Graduate form by the stated deadline in the semester in which they plan to graduate. This form is available online. Specific information about the graduation ceremony, caps, gowns, and diplomas will be provided by TGS after the form is processed. All graduates are encouraged to participate in the graduation ceremonies.

### **Nursing Graduate Students Graduation Check List**

1. Complete a written graduate plan of study at the beginning of each academic year, with copy to the Graduate Program Director.
2. Fulfill the continuous enrollment in the graduate program.
3. Have satisfied any condition of her/his initial admission (provisional, conditional, etc.).
4. Complete all the requirements for MSN degree within six calendar years or DNP within eight calendar years
5. Have completed a portfolio, which has been graded and reviewed by faculty for each course the student has taken (Evaluated based on portfolio evaluation criteria). [Note additional requirements for the DNP in the Capstone Toolkit found in the appendices]

6. Has an organized file for Clinical Logs which shows completion of required clinical hours with preceptors' signatures.
7. Successfully complete all the required credits with a GPA of 3.0 or better.
8. Apply for graduation by the deadline set by TGS.

**Required Practicum Documentation for All Programs**

Clinical agencies require the School of Nursing to provide student documentation before they will allow students in any nursing program to begin practicum experiences. Therefore, it is critical for all students to provide this documentation to the School in a timely manner. Most documentation is due prior to the first practicum experience and is collected just one time. Several items require annual updates.

**DUE DATES** for required practicum documentation:

- **July 1** when a fall practicum course is scheduled. Students who have not provided requested documentation to the School of Nursing by **July 15** will be administratively dropped from their fall practicum courses.
- **December 1** when a spring practicum course is scheduled. Students who have not provided requested documentation to the School of Nursing by **December 15** will be administratively dropped from their spring practicum courses.
- **April 1** when a May or summer practicum course is scheduled. Students who have not provided requested documentation to the School of Nursing by **April 15** will be administratively dropped from their May or summer practicum courses.

**Requirements Prior to First Practicum Semester**

Documentation is required for each item. Items are described in greater detail on the following pages.

**Annual Requirements:**

|   |  |
|---|--|
| <b>Practicum Documentation Annual Update</b>  |  |
| <b>TB (PPD) :</b> Single PPD required annually following the initial 2-Step TB Test |  |
| <b>Current CPR Certification</b>  |  |

Beginning in September 2015, background checks are to be performed by Truescreen. Truescreen will contact students via email with instructions on how to create an account for criminal background check, drug screening and immunizations. This will need to be completed by the month prior to your first practicum.

Students who are enrolled in the program prior to September 2015 will continue using Certified Background Check, and must request a background check through [www.CertifiedBackground.com](http://www.CertifiedBackground.com). The results, posted on Certified Background.com's secure website, must be negative. Students who have a positive background check may be unable to continue in the program.

**Immunization Requirements:**

**Varicella (Chicken Pox):** There must be uploaded documentation of **one** of the following: 2 vaccinations; Positive antibody titer (lab report required); Medically documented history of disease.

**Measles, Mumps, and Rubella (MMR):** There must be uploaded documentation of **one** of the following: 2 vaccinations; Positive antibody titers for all 3 components (lab reports required).

**Hepatitis B:** There must be uploaded documentation of **one** of the following: 3 vaccinations; Positive antibody titer (lab report required); Declination waiver.

**Tetanus/Diphtheria/Pertussis (Tdap):** There must be uploaded documentation of a Tdap booster within the past 10 years.

**TB Skin Test:** There must be uploaded documentation of **one** of the following: 2 step TB Skin test (2 PPDs within 1 year) on file and annual skin testing after that if student is deemed a moderate risk; or a single BAMT to test for infection with M.tuberculosis; QuantiFERON Gold Blood Test (lab report required); If positive results, provide a clear Chest X-Ray (lab report required). Under unusual circumstance of exposure or newly positive test results, more treatment and documentation may be required.

**PPD Symptom Checklist (available for download) must be submitted if you have a history of a positive PPD.**

**Influenza or Declination Waiver:** Upload documentation of a flu shot administered during the current flu season **OR** a declination waiver.

**Blood Borne Pathogen Certification:** Please upload a copy of your Blood Borne Pathogen Certificate. Providing test scores instead of Certificate is also acceptable.

**CPR Certification:** Must be the American Heart Association Healthcare Provider course. Copy must be front and back of the card, card must be signed and uploaded.

**Drug Screen (LabCorp):** Within 24-48 hours after you place your order, the electronic chain of custody form (echain) will be placed directly into your CertifiedProfile account. This echain will explain where you need to go to complete your drug test.

**Code of Ethical Behavior:** Please download, print and complete the one-page Code of Ethical Behavior form and upload to the requirement.

**Health Insurance Verification Form:** Please download, print, sign, scan, and upload the one-page form.

**Photo Release:** Please download, print and complete the one-page Photo Release and upload to the requirement.

**Graduate Student Handbook:** Please download, print and complete the one-page JMU MSN Student Handbook form and upload to the requirement.

**HIPAA & Standard Precautions Training:** Provide a statement acknowledging completion of the required HIPAA & Standard Precautions Training session through your employer within the last 12 months.

**RN License:** Upload a copy of your current RN License or verification of licensure through the state website.

**Graduate Student Information:** Please download, print and complete the one-page Graduate Student Information form and upload to the requirement.

**Personal Health Insurance:** Students are responsible for all health care costs, including those that might result from practicum course activities. Students are expected to carry personal health insurance through the University student plan or an alternate plan. Students provide documentation of health insurance to the School of Nursing through CertifiedBackground.com.

### **Social Media Policy**

Students will not discuss or post any identifiable information about faculty, peers, patients, family members or any clinical facility on any unapproved electronic venue (i.e. Facebook, Twitter, MySpace, blogs, cell phones, etc.). In addition, students will not leave or save any patient, family, faculty, clinical facility or student information on any open access desktop or hard drive. Violation of this policy may result in academic penalty.

### **Substance Use Policy**

The School of Nursing at James Madison University is committed to maintaining a healthy and drug and alcohol free environment for the safety of our students, staff, visitors, and patients. The School believes that each nursing student has a personal obligation to practice health conscious behaviors intended to foster clear and rational decision making as well as function in a safe and therapeutic manner throughout the program. Our patients' safety is paramount; this concern serves as the foundation of the Substance Use Policy. Use, possession or distribution of illegal drugs, impairment while in the classroom or other educational setting, and/or abuse of drugs or alcohol that impacts a student's ability to operate in the Nursing program will subject a student to dismissal from the program.

Drug testing is required once admitted into the nursing program and is to be completed by the School's procedure and prior to the first day of the semester in which they enroll in their first clinical/practicum course. Information on the procedures can be found on Certified Background. Students with positive drug screens for illegal drugs, or for drugs not prescribed for the student, will have their admission offers rescinded for the nursing program. When impairment is suspected because of indicators as defined below, additional tests may be required of the student. Indicators may include behavioral, physical, and/or performance signs that the student is impaired or is under the influence of drugs or alcohol. Students currently enrolled in the nursing program will be dismissed for positive drug or alcohol screens.

Procedure for suspected drug/alcohol use:

1. If the faculty member or responsible agent (e.g., preceptor, supervising nurse, Schoolal staff) observes indicators of possible substance use, the faculty member will approach the student in question for a conference concerning the observed behavior. If a fellow student or other individual observes indicators of possible substance use, the individual should report the matter to the faculty member or responsible agent.
2. The faculty member will NOT detain the student, but will call the appropriate security personnel for his/her own safety, and will notify the appropriate Nursing School Program Director (undergraduate or graduate) for further instruction concerning the matter. The program director will arrange for immediate drug and/or alcohol testing for the student. The student is responsible for the cost of all drug and alcohol screens required by the director. If the student refuses to remain at the site and/or refuses the drug and/or alcohol test, s/he will be dismissed from the program immediately.

3. *If a student is dismissed because of a positive drug or alcohol screen, the faculty member or responsible agent will make arrangements for the student to be transported home. An impaired student should never be allowed to drive himself/herself home, and if necessary, security should be called to prevent an impaired student from driving. Students dismissed from classroom, laboratory, or clinical sites are responsible for the cost associated with safe transportation to their homes.*
  
4. *In addition to sanctions by the School of Nursing, any student found responsible for violating any of the regulations or policies of JMU may be subject to one or more of the sanctions set forth by the Judicial Affairs office. To see guidelines for the assignment of sanctions by Judicial Affairs, please visit the Student Handbook - Judicial Sanction section:  
<http://www.jmu.edu/judicial/handbook/judicialSanctions.html>*

## **NP Practicum Selection Guidelines**

The purpose of these guidelines is to provide information about selection of appropriate clinical sites, and also to insure that the proper experiences are obtained to allow students to successfully complete the program. The NP program at JMU is a primary care program with individual FNP and ANP/ GNP concentrations. The following are guidelines for the Practicum hours.

- FNP students must have a minimum of 40 OB hours and 80 Pediatric hours.
- If the student desires to do a specialty rotation (including acute care settings), no more than 80 hours may be completed in this site. The Specialty rotation must be completed during the same semester as the OB rotation: Practicum II or Practicum III.
- 16 hours of observation in a Specialty Area are an option during Practicum III only.

### **Practicum I (NSG 671)-150 hours**

Preferred sites are ambulatory sites that focus on acute care. These may include but are not limited to: College Health Centers, Mini-Clinics, Family Practices, Free Clinics, CHCs and rural health clinics.

The student should select 1 site and plan on completing all hours at this site.

### **Practicum II (NSG 672)-250 hours**

Preferred sites are ambulatory sites that see patients with chronic illnesses. These include family practices, internal medicine practices that do primary care, Free Clinics, CHCs and rural health clinics.

FNP students should complete either the OB or Pediatric requirements during this rotation. Therefore ideally the student is in 2 (3 if Specialty) sites during this Practicum. See above for Specialty site information.

### **Practicum III (NSG 673)-250 hours**

The preferred sites for this rotation are ambulatory sites that are listed in Practicum II. If the student desires to do observation hours in a specialty, no more than 16 hours may be completed in the site.

FNP students should complete either the OB or Pediatric requirements during this rotation. Therefore ideally the student is in 2 (3 if Specialty) sites during this Practicum. See above for Specialty site information.

Please note: These are guidelines; clinical site limitations may require some adjustments. Adjustments when necessary must be approved by the Practicum faculty.

# **MSN Portfolio Guidelines**

## **MSN Graduate Nursing Comprehensive Assessment**

### **Portfolio Evaluation**

#### **Portfolio Guidelines** **Graduate Nursing Comprehensive Assessment**

A portfolio is a collection of materials that is compiled to document professional experiences and competencies in digital format. It represents the student's assessment of her/his progress toward achieving specific goals. Items are added to the portfolio in an ongoing process to show mastery of the graduate program outcomes and specialty competencies as designated by professional organizations.

The portfolio will be initiated during the first semester of full time study, and will be maintained throughout the program. AT the end of this document are specific guidelines about how to set up your electronic portfolio. Please refer to these instructions.

The JMU Graduate School requires each student to complete a Comprehensive Assessment in order to graduate. In the JMU Master of Science in Nursing Program, the Portfolio serves as the final assessment. The portfolio is submitted for the evaluation for candidacy as an M.S.N. student, and therefore must be prepared as these guidelines specify. During the final semester of the program, a reflective narrative will be written to provide a self-assessment of growth and achievement in the program. The portfolio final review will occur by two faculty members: the course professor of the final practicum course, and academic advisor, or appointed faculty. If this is the same person, the graduate program director will identify a second reader. **NOTE: The final semester before graduating, the portfolio is due November 1<sup>st</sup> for December graduates and March 1<sup>st</sup> for spring and summer graduates (the final semester of study).**

The following articles are important references for students beginning portfolio development:

Oermann, M. H. (2002). Developing a professional portfolio in nursing. *Orthopaedic Nursing*, 21, 2, 73-78.  
Twaddell, J. W. & Johnson, J. L. (2007). A TIME for nursing portfolios. *Advances in neonatal care*, 7, 3, 146-150.

The portfolio is reviewed by the faculty in the designated courses listed below:

NSG 651 (Leadership Development) or NSG 634 (Nurse Practitioner)

NSG 650: Organizational Behavior or NSG 671: NP Practicum I

NSG 676 or 678: NA/CNL Practicum I or NSG 672: NP Practicum II

NSG 677 or 679: NA/CNL Practicum II or NSG 673: NP Practicum III

The portfolio will be evaluated and will comprise 5% of the course grade. Within each of the courses, it will be a part of student's progress in the course and will contribute to progression in the program. If a failing grade is given, the student will not progress in the program. Feedback from each course will be documented and must be included in the portfolio with each review.

#### **Description of ePortfolio Contents**

The portfolio will be compiled in Canvas as an ePortfolio and include sections to reflect specific topics within the portfolio. Copy and paste the following link into your web browser:  
<https://canvas.jmu.edu/eportfolios/18380>

**1. Cover Page**

**Note:** Cover Page Template available in Canvas in ePortfolio folder provided by faculty.

**2. Previous Portfolio Evaluations**

**Note:** **Previous Portfolio Evaluations from your faculty must be included** when you submit your portfolio.

**3. Resume/Curriculum Vitae:** A professional document listing your educational and previous employment/volunteer credentials. Your resume DOES NOT have to be limited to 2 pages; include a narrative summary of your practica experiences. Use the template provided to create your resume.

**Note:** Resume Template available in Canvas in ePortfolio folder provided by faculty. Please make sure you also upload a downloadable version of you resume, to be available to your future potential employers.

**4. Professional Objectives and Goals:** A one-page document outlining your professional goals and objectives. Be sure to include any additional certification or credentials you expect to obtain. Include a statement addressing your objectives planned for five years from now.

**5. Student Learning Outcomes (SLO):** The Student Learning Outcomes identify what students will achieve throughout the entire program. Include the SLO table and note how you achieved each SLO through various course assignments that you completed for that semester. These assignments provide evidence of achievement. By the final semester, you must cite two examples of completed and graded assignments that provide documentation of meeting each SLO. Include in the final portfolio submission 3-4 items (papers or other assignments) that, when grouped, represent all of the SLOs. These assignments must have received a grade B or better. Please scan and/or upload these documents in this section of your portfolio for easy access by faculty. Template can be downloaded from Canvas course.

**Note:** SLO Template available in Canvas in ePortfolio folder provided by faculty.

**6. Self-Evaluation:** *(complete only in Practicum I and II for NP students, and practicum I for NA/CNL students).* Graduate education has as its hallmark the ability to engage in self-assessment concerning one's own learning, skills, and expertise. Describe the skills/abilities/experiences that distinguish you as an advance practice RN. Please also describe areas for future growth. Focus your evaluation on specific skills related to your area of advance practice including clinical practice or teaching and pedagogy.

**7. Professional Competencies:** Copy and paste the competencies for your particular program as follows: AONE Domains (Nurse Administrator), the AACN CNL End-of Program Competencies, or NONPF domains and competencies (Nurse Practitioner). Using this information, document the dates and courses in which you met the domain or competency requirements.

**Note:** Professional Competencies Template available in Canvas in ePortfolio folder provided by faculty.

**8. Reflective Narrative:** *(complete only in your final Practicum course).* The Reflective Narrative is due at the last review of the portfolio in the final residency/practicum. You will write a first person reflective narrative that is an in-depth analysis that describes individual experience and growth during graduate study. This reflection allows you to discuss in detail the most significant learning activities and progress made toward reaching professional goals. Specifically, the reflective narrative must include the following:

- a. Summarize your experience while in the program. Specifically describe your personal growth and learning
- b. Experiences that were catalysts for the change/growth.
- c. Describe how your understanding of nursing as a discipline has changed for you as a nurse, and also for you as an individual.
- d. Describe the three most significant learning experiences you have had in the entire program, and why these are the most important.
- e. What are your career goals upon graduation?

Reflective Narrative Sample available in Canvas in ePortfolio folder provided by faculty.

9. **Practicum Experiences:** list each of your practicum experiences to date and include a description of the setting, the student/patient population served, contact hours, your role within the setting, and a list of skills performed. NP students please also provide a color copy of a Typhon chart pdf file detailing your hours completed by site and number of patients seen per rotation.
10. **Academic Transcripts:** Access myMadison and your student record to print and provide a one-page document displaying an unofficial transcript of your coursework with grades to date.
11. **Clinical/Residency Evaluations:** Include in chronological order a copy of all your preceptors' practicum evaluations to date.
12. **Certifications, Licenses & Professional Development:** Include a copy of your current RN license and CPR certification. If you have any additional nursing or healthcare related certifications, please include these. Copies of CE certificates (or a summary of these) earned during the last year may be included in this section.
13. **Letters of Recommendation:** Please include current (not older than two years) letters of recommendation from professional sources including current or previous nursing supervisors, previous or current non-nursing employers/supervisors, practicum preceptors, and a JMU faculty member who taught you during MSN study. Letters should be typed on letterhead and include the name, title, and signature of the person providing the recommendation.
14. **Professional Service:** Provide thank you letters or written evidence of your professional or volunteer service for **healthcare** related academic, professional and community organizations. \*Evidence of Professional Service or Creative Scholarship must be documented at least one time during your degree program while attending JMU.
15. **Creative Scholarship:** Scholarship refers to systematic and diligent inquiry for the purpose of creating, discovering, developing, integrating, creatively applying, or refining knowledge. For this portfolio you may include evidence documenting formal research, the development of evidence based practice guidelines, integrating research into practice or patient education/classroom teaching, and sharing this with the broader professional community through poster presentations or paper presentations at professional meetings, or submission of articles to professional journals. A presentation needs to be work that you present to health care professionals (not a presentation given in class). Include the title of your presentation, location, date, and the audience. \*Evidence of Professional Service or Creative Scholarship must be documented a minimum of one time during your degree program while attending JMU.
16. **Additional Materials:** You may include any other documentation of professional or academic achievement or competency not covered in another section. This is not for papers done while a student at JMU. If something is especially noteworthy that did not fit in another section, it should be included here.

**Directions for Students:  
Getting Started on Your Graduate Nursing  
ePortfolio in Canvas**

- **How do I log into Canvas?**
  - **Laptop/PC:** Type <http://canvas.jmu.edu>. You must have an account to log in to Canvas, and also your JMU eID and password. If not, you can create an account when you are invited to a course.
  - **Smartphone/tablet:** connect with your eID and password via “Canvas” app. URL: [canvas.jmu.edu](http://canvas.jmu.edu). (“Canvas” app is more basic, but it can be used to check messages and grades).
  
- **How do I create a new ePortfolio?**
  - Click the **Settings** link. (right-upper corner)
  - Click the **ePortfolio** link (left mid-page)
  - Click on **Create an ePortfolio** (right-upper corner)
  - Type the name into the **ePortfolio Name** field: first initial, last name Portfolio (e.g. M Mast Portfolio)
  - Decide if your ePortfolio will be public or not (you can change this setting later).
  - Click on **Make ePortfolio** button
  
- **Create nursing table of contents** (also called sections)
  - To add pages, click on the **Organize Sections** link (down on left-page menu)
  - Click on **Add Section** link
  - Type in a name for the section
  - Click **Done Editing** to save section
  - Repeat this process for all the 16 nursing sections in the table of contents (listed below)
    - You can also rename a page by clicking the **pencil icon**,
    - You can rearrange sections by clicking and dragging,
    - You can delete sections by clicking the **trash can icon**

**NURSING ePORTFOLIO TABLE OF CONTENTS (SECTIONS):**

1. Cover Page
2. Previous Evaluation Forms
3. Resume
4. Professional Goals and Objectives
5. Student Learning Outcomes
6. Self-Evaluation
7. Professional Competencies
8. Reflective Narrative
9. Clinical or Residency Experience
10. Academic Transcripts

11. Clinical or Residency Evaluations
12. Certification and Professional Development
13. Letters of Recommendation
14. Professional Scholarship
15. Creative Scholarship
16. Additional Materials

- **Organizing ePortfolio pages for each item in the table of contents.**

- Click the **Settings** link.
- Click the **ePortfolios** link to access all your ePortfolios.
- Click the title of your ePortfolio.
- Click on the page (section) you want to edit
- Click the **Edit This Page** link (right side of page)
- Now you can rename the page, attach or edit documents and text
- Here are the options you should use to upload documents into the sections:
  - **Course Submission** (add assignments in Word or PDF format from classes in Canvas)
  - **Image/File Upload** (uploads photos)
- To upload, double click on item. In Canvas, click the **Choose File** button and the **Save Page** button to save the changes you have made.

**Note:** Please make sure that all documents that have a link (.pdf and Word files) are moved/uploaded on top of the page for easy access. To move a document on top of the page, click on **Edit This Page** link, and then drag the left upper corner of the document upwards.

- Here are some recommendations for each section in the table of contents:
  - We do not recommend creating portfolio pages in rich text (except for Cover Page) because format changes when zipped and downloaded.
  - Attach most documents as files (see below):
    1. **Cover Page** (Create in rich text)
    2. **Previous Evaluation Forms** (pdf)
    3. **Resume** (pdf or Word)
    4. **Professional Goals and Objectives** (pdf or Word)
    5. **Student Learning Outcomes** (pdf or Word)
    6. **Self-Evaluations** (pdf or Word)
    7. **Professional Competencies** (pdf or Word)
    8. **Reflective Narrative** (pdf or Word)
    9. **Clinical or Residency Experience** (pdf or Word)
    10. **Academic Transcripts** (Copy and paste in any format)
    11. **Clinical or Residency Evaluations** (Scan as image)
      - a. **Clinical I**
      - b. **Clinical II**
      - c. **Clinical III**
    12. **Certification and Professional Development** (pdf or image)
    13. **Letters of Recommendation** (pdf or image)

14. **Professional Service** (pdf or Word)
15. **Creative Scholarship** (pdf or Word)
16. **Additional Materials** (any format)

**Note:** You can save all Word files as PDF if you prefer.

- **Set privacy settings**

- Click the **Settings** link.
- Click the **ePortfolios** link to access all your ePortfolios.
- Click the title of your ePortfolio.
- To change the settings for your ePortfolio, click the **ePortfolio Settings** link (lower left corner). You can rename the portfolio and also change whether it is public or private. Private portfolios are only visible to those to whom you grant access.
- To make your ePortfolio public choose the **Make it Public** checkbox.

- **Enable Comments**

- Below the content of each page, there is a place for comments. You can add a comment by typing in the text box and clicking the **Add Comment** button.
- Click the **Allow Comments on This Page** checkbox. You can also make comments public by clicking the **Make Comments Public** checkbox.
- Click the **Save Page** button

- **How to share your portfolio**

- To share your private portfolio with a professor, click on the **Back to Portfolio Dashboard** link on the right side of the page.
- Under “Your ePortfolio is Private” there will be a blue link.
- Right click on the link and “copy link” or “copy link location”. Do NOT just copy the actual text.
- You can now paste link into an e-mail to your professor.

- **Final Notes**

- Sample ePortfolio available at <https://canvas.jmu.edu/eportfolios/18380>
  - Download your ePortfolio regularly and soon after graduation, before your JMU Canvas account will be shut down. The ePortfolio can be downloaded as a zip file, as described on the bottom of your ePortfolio dashboard. The downloaded file will contain all the contents of your ePortfolio, but they will not be organized or listed in any particular order.
  - Canvas does a good job with its onsite help “**Getting Started Wizard**” or [?How Do I...?](#)
  - Questions about Canvas?
    - Contact: JMU Computing Helpdesk:  
<http://www.jmu.edu/computing/helpdesk/#>.
    - Phone: (540) 568.3555

The portfolio is evaluated and is awarded 5% of the course grade.

It is evaluated on four criteria:

- 1) 20% = Comprehensiveness- Clear, includes all content materials for present semester; each content item is complete and substantive
- 2) 20% = Appearance/Format/Organization
- 3) 20% = Quality of writing
- 4) 20% = Critical Thinking/Insight

**James Madison University  
School of Nursing  
MSN Portfolio Grading Rubric**

**Date:**

**Student:**

**Faculty:**

|   | <b>Fully Meets All Criteria (5)</b> | <b>Fully Meets Most Criteria (4.5)</b> | <b>Fails to Meet several Criteria (3.5)</b> | <b>Fails to Meet Many Criteria (0)</b> | <b>Comments</b> |
|---|-------------------------------------|--|---|--|-----------------|
| <b>Comprehensiveness:</b> Cumulative and up-to-date of all required components; each item is complete, substantive. Content is selective and representative   |                                     |  |   |  |                 |
| <b>Appearance of Portfolio:</b> Neat, professional, free of distractions; elements are dated with headings, begin on separate pages<br><b>Format/Organization:</b> Follows guidelines; sections visible, easy to access |                                     |  |   |  |                 |
| <b>Quality of Written Communication:</b> Clear, complete but concise; easy to follow; word usage and flow of ideas communicate significant information; reflective of peer or instructor feedback when relevant.        |                                     |  |   |  |                 |
| <b>Critical Thinking, Insight:</b> Portfolio demonstrates insightful reflection, and critical thinking abilities  |                                     |  |   |  |                 |
| <b>Total points:</b>  |                                     |  |   |  |                 |

NOTE: Graded papers are not re-graded.

The portfolio grade will constitute 5% of the course grade in designated courses across the program.

Overall score (5 possible): Total points ÷ 20 (5x4 categories) = Earned % for these courses.

For final end of program portfolio, a passing grade will be 80% (16/20).

**JMU Graduate Nursing  
Portions of Portfolio Graded for Each Class**

| ITEM                                      | NSG<br>634               | NSG<br>671          | NSG<br>672                 | NSG<br>673                  |
|---|--------------------------|---------------------|----------------------------|-----------------------------|
|   | -----<br>-<br>NSG<br>651 | -----<br>NSG<br>650 | ----<br>NSG<br>676/<br>678 | -----<br>NSG<br>677/<br>679 |
| Cover Page                                |                          |                     |                            |                             |
| Previous Evaluations                      |                          |                     |                            |                             |
| Resume/CV                                 |                          |                     |                            |                             |
| Professional Goals & Objectives           |                          |                     |                            |                             |
| Student Learning Outcomes                 |                          |                     |                            |                             |
| Self Evaluation                           |                          |                     |                            |                             |
| Professional Competencies                 |                          |                     |                            |                             |
| Reflective Narrative                      |                          |                     |                            |                             |
| Clinical Experiences                      |                          |                     |                            |                             |
| Academic Transcripts                      |                          |                     |                            |                             |
| Clinical Evaluations                      |                          |                     |                            |                             |
| Certifications & Professional Development |                          |                     |                            |                             |
| Letters of Recommendation                 |                          |                     |                            |                             |
| Creative Scholarship                      |                          |                     |                            | *                           |
| Professional Service                      |                          |                     |                            | *                           |
| Additional Materials                      |                          |                     |                            |                             |

**Key:**            **White Box = Required in that course**  
                     **Gray Box = Submit in that course if available**  
                     **Black Box = Not required in that course**

\*Evidence of Professional Service or Creative Scholarship must be documented a minimum of one time during your degree program while attending JMU.

## **Reflective Narrative**

The Reflective Narrative is due at the last review of the portfolio in the final residency/practicum. Graduate nursing students will write a first person reflective narrative that is an indepth analysis that describes individual experience and growth during graduate study. This reflection allows students to discuss in detail the most significant learning activities and progress made toward reaching professional goals. Specifically, the reflective narrative must include the following:

1. Summarize your experience while in the program. Specifically describe your personal growth and learning experiences that were catalysts for the change/growth.
2. For each of the student learning objectives/outcomes, write a self-evaluation of your learning and document the learning experiences that resulted in your attainment of them.
3. Describe how your understanding of nursing as a discipline has changed for you as a nurse, and also for you as an individual.
4. Describe the three most significant learning experiences you have had in the entire program, and why these are the most important.
5. What are your career goals upon graduation?

MSN Program Student Learning Outcomes Table

| Student Learning Outcome   | Self Evaluation/Learning Experience  | Sample Evidence/Artifact<br>(For final review, select 2 to include)  |
|--|--|--|
| 1).Effectively integrate and communicate professional role with clients, colleagues, and other stakeholders.   | I consistently and successfully am able to:<br>Demonstrate critical analysis and reflection.<br>Exhibit correct use of grammar, syntax, and APA format.<br>Describe and demonstrates confidence in oral speaking abilities.<br>Document membership/activity in professional organizations. | NSG 520: Comprehensive Health History and Physical Exam<br>NSG 672 and 673 Preceptor evaluations<br>NSG 650/651 Leadership/role  |
| 2). Demonstrate cultural competence and advocacy in the ethical delivery of care to vulnerable populations   | I consistently and successfully am able to:<br>Verbally and through writing identify cultural issues in professional practice<br>Refer to values-based or ethical considerations in clinical situations  | NSG 520: Comprehensive Health History<br>NSG 651: Philosophy of Nursing paper<br>NSG 631: WebMD or Medscape Case study (Dx and management of Chronic Disease in non-Caucasian pt).   |
| 3). Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and collaborate with interprofessional colleagues to provide quality health care to individuals, families, groups, and populations. | I consistently and successfully am able to:<br>Provides evidence of competency at advanced practice level  | NSG 520: Integrated Physical Exam<br>NSG 690: Epidemiology Analysis Paper<br>NSG 630: DXR case studies; Protocol Paper<br>NSG 672: Clinical and DXR Case Studies<br>NSG 673: Clinical and Patient Case Studies<br>NSG 650: Leadership Assignment<br>NSG 651: Organizational analysis<br>NSG 676/678 & 677/679 Practicum Evaluation |
| 4). Contribute to nursing knowledge through the scholarship of translating integrating, and applying evidence-based practice.  | I consistently and successfully am able to:<br>Demonstrate, through written work, the analysis and synthesis of research findings to answer clinical questions   | NSG 611: Integrative Review<br>NSG 630: Scholarly paper on a controversial issue in health care<br>NSG 632: Older Adult Syndrome paper/presentation  |

| Student Learning Outcome   | Self Evaluation/Learning Experience  | Sample Evidence/Artifact<br>(For final review, select 2 to include)   |
|--|--|---|
| 5). Analyze economic, policy, environmental, and social forces to impact health care delivery, quality of care and safety. | I consistently and successfully am able to:<br>Reflect ability to analyze the impact of the health care delivery system on patient care and professional practice.<br>Convincingly defends position using appropriate sources to effectively communicate in both written and oral formats. | NSG 692: Health Policy Paper<br>NSG 673: Legislative Project<br>NSG 634: Role of NP<br>NSG 690: Epidemiology Paper  |
| <b>NP Student Learning Objectives</b>  |  |   |
| 1). Synthesize assessment data to diagnose and manage patient health and illness needs                                     | Writing reflects use of research and evidence-based practice   | NSG 520: Problem-focused demonstrations<br>NSG 630: DXR Case studies<br>NSG 632: DXR Case studies<br>NSG 672: Clinical and DXR Case studies<br>NSG 673: Clinical and Patient Case Studies<br>NSG 631: Case studies: Clinical application of chronic illness; Chronic Illness Analysis paper |
| 2). Effectively serve as client partner and advocate within the health care delivery system to meet client needs.          | Describes advanced practice nursing care that includes:<br>a). advocacy<br>b). patient care<br>c). teaching-learning experiences   | NSG 520: Problem-focused demonstrations and Integrated Physical Exam<br>NSG 672: Clinical Evaluation Tool<br>NSG 673: Clinical Evaluation Tool  |
| <b>NA SL Outcomes</b>  |  |   |
| 1). Provide oversight and management of unit (or organization) financial resources to assure cost effective care.          | Effectively assesses need for resources and identifies quality outcomes  | NSG 650/651: Org Behavior Paper<br>NSG 677/679: Project<br>NSG 655: NA Paper  |
| 2). Demonstrate competency in the strategic management of human and material resources in nursing organizations to         | Identifies resource needs, directs resource utilization for effective goal achievement   | NSG 650/651: Org Behavior Paper<br>NSG 677/679: Project<br>NSG 655: NA Paper  |

| Student Learning Outcome  | Self Evaluation/Learning Experience  | Sample Evidence/Artifact<br>(For final review, select 2 to include) |
|---|--|---|
| improve patient outcomes.   |  |   |
| <b>CNL SL Outcomes</b>  |  |   |
| 1) Demonstrate effective leadership strategies to improve patient care outcomes.                          | Analyze personal leadership style and self-development for to effectively meet role requirements | NSG 653 Paper<br>NSG 651 Leadership Analysis                        |
| 2) Influence health care design using evidence based strategies to effectively meet patient health needs. | Explore models of health care delivery and effective implementation                              | NSG 676/678 Practicum Project                                       |

**Example of Title Page**

Master of Science in Nursing  
Comprehensive Assessment

Name of Student

A portfolio submitted to the Graduate Faculty of  
The Nursing School  
in  
Partial Fulfillment of the Requirements  
for the degree of  
Master of Science  
Nursing

March 22, 2015

## Section VI. Student/Nursing Groups

There are several opportunities for students to become involved in activities through membership in a professional organization. Within the Nursing School, students may serve as members of one of the committees that comprise the faculty organization. At the graduate level a student representative serves on the Graduate Curriculum Committee. Committee membership is formed at the beginning of the academic year. Other opportunities include the following:

**Graduate Nursing Student Academy (GNSA):** A national organization free to students, the GNSA is sponsored by American Association of Colleges of Nursing. Membership is open to nursing students enrolled in master's and doctoral programs. Through the GNSA, AACN will focus on meeting the professional needs of graduate nursing students by capitalizing on existing student services and developing new programs based on assessed needs. Membership in the GNSA is free and open to all master's and doctoral students enrolled in AACN member institutions. Students who join the GNSA may take advantage of AACN's full range of student services and resources, including career resources, webinar series, leadership and career opportunities, online collaboration, policy engagement, and information sharing.

### **Sigma Theta Tau International Honor Society of Nursing – Pi Mu Chapter**

Pi Mu is the official chapter of Sigma Theta Tau of JMU and Eastern Mennonite University. Membership in Sigma Theta Tau is based on evidence of professional leadership potential, scholastic achievement, and/or noteworthy achievement in nursing. Graduate students are invited to apply during the academic year. Information may be obtained by asking JMU nursing faculty members.

**Virginia Nurses Association (VNA):** During the fall of each year the local chapter of the VNA holds a legislative dinner with state congressional representatives that graduate students may attend in conjunction with course activities. Contact nursing faculty Director for information.

**JMU Graduate Student Association:** The Graduate Student Association (GSA) is a student-led and student-run organization that provides professional and social opportunities to all past, present and future James Madison University graduate students. The GSA exists to promote interdisciplinary unity between James Madison University Graduate students. Members of the JMU GSA will act as a liaison for interaction and social activity between graduate students; gain professional knowledge and networking through workshops and career development events; and exercise leadership and organizational skills in committees and projects that support the graduate students of JMU. Every graduate student is considered a part of the GSA. There are no fees. Meetings are held the first Sunday of every month, and last no more than one hour. The GSA's activities include graduate student workshops, professional development opportunities, socials, and networking events.

**Virginia Council of Nurse Practitioners (VCNP):** The VCNP, the statewide professional organization for all nurse practitioners (NPs) licensed in Virginia, is a council of the Virginia Nurses Association (VNA) Commission on Professional Practice.

Meetings are held monthly and include continuing education units. Contact Nurse Practitioner Program Coordinator for more information.

## **Section VII: General Policies and Procedures**

### **Laboratory Safety Guidelines**

It is the intent of the faculty and administration in the School of Nursing to provide a safe learning experience for all students.

The following policies and procedures are established to provide instructions in maintaining safety for students, staff and faculty while using the skills, assessment, seminar and simulation laboratories (hereby referred to as "lab(s)" within the JMU School of Nursing. These policies and procedures shall be adhered to by all concerned.

### **II. GENERAL GUIDELINES**

- A. All faculty, staff, and students must know and practice the safety guidelines at all times while using the labs. Failure to adhere to general guidelines can result in disciplinary action. Students will be instructed to review the contents upon admission to the clinical component of the curriculum and/or when utilizing the laboratory spaces.
- B. All labs are locked unless occupied by faculty and/or students during class or practice. s.
- C. Students are expected to come to lab prepared by having read the scheduled lab objectives and assignments prior to the start of the lab period, paying particular attention to skills that have the potential for harm to self or others.
- D. Students will be instructed to practice and return demonstrate only those skills for which they have had prior instruction and gained technical competency. Students should at all times practice safe and appropriate techniques while learning and practicing skills in the lab.
- E. Students should be knowledgeable of the care, handling, and proper use of equipment prior to using it in the laboratory.
- F. Students should report pregnancies, recent injuries and/or mobility limitations, surgeries, or communicable disease to their Program Director as soon as possible so that necessary precautions may be taken. A medical clearance from a physician and approval from the Program Director is required before students with aforementioned concerns will be allowed to utilize the laboratory spaces.

### **III. LABORATORY SAFETY**

- A. Infection Control
  - 1. All students shall practice proper hand washing techniques within the laboratory settings.
  - 2. Universal precautions should be followed at all times when there is exposure, potential exposure or simulated exposure to blood or bodily fluids.
  - 3. The lab is a learning environment that is often intended to simulate a real clinical setting. Food and drink are prohibited except for bottled water.
  - 4. There are to be no ink pens used in the labs. Ink from pens permanently damages the manikin skins. Pencils are the only writing implement that are acceptable for use in the labs.
- B. Physical Space

1. The lab is a learning environment and student behavior should remain professional at all times.
2. Keep all doors and cabinets closed and locked when not in use.
3. Keep the work spaces, floors, beds and desk areas clean and free of clutter.
4. Laboratory doorways must be accessible at all times. Furniture should not be placed to obstruct the entries/exits.
5. The lab will not be used as a health center for ill students, staff, or faculty.
6. Unauthorized individuals are not allowed in the labs at any time. Injury to unauthorized individuals in the lab will not be considered the responsibility of the School of Nursing and James Madison University.

#### C. Medications and Fluids

1. When breaking glass ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their body. All used ampules must be disposed of in sharps containers only.
2. Placebos (candy pieces, commercially prepared PRACTI-med and water) will be used for simulation of oral/topical medications. Old medicine bottles are labeled for use when simulating preparation of an actual medication order.
3. IV fluids with expired dates may be used for practice and demonstration unless obviously contaminated. These fluids are not for internal or actual use but for practice with manikins only.
4. Bottles, containers or fluids mixed in the lab will be minimally labeled as follows: actual contents, date, and the initials of the preparer.

#### D. Needle Safety

1. Students should handle needles and other sharps with extreme care.
2. Used needles are to be disposed of in the sharps containers provided throughout the lab space. Do not dispose of needles and other sharps in the trash.
3. Needles for laboratory injection practice are to be used only when faculty, staff or graduate assistants are present.
4. Students are to practice injections only on the manikins or task trainers provided in the skills lab.
5. Students should never recap needles.
6. Students are strictly prohibited from injections and/or IV starts on faculty, peers, or other individuals in all laboratory settings.

#### E. Electrical Safety

1. Wet materials may not be used around electrical outlets or equipment.
2. Students are responsible for reporting to the appropriate faculty/staff member any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment. Faculty/staff members are responsible for reporting this information to the Lab Coordinator.
3. No electrical cords will be left in the pathway of walking traffic.
4. Electric hospital beds in the labs will be inspected as needed for repairs.
5. Electric beds shall be maintained in the lowest position when not actively in use.
6. Only three-prong plugs that contain a ground wire should be used to power equipment in the skills labs.

#### F. Ergonomics

1. Students will be instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting, and transferring skills.
2. Students should use caution when practicing lifting skills and should not lift equipment, manikins, and/or people who are too heavy without assistance.
3. The equipment needed for body mechanics practice (e.g. beds, wheelchairs, stretchers) will be kept in good working condition. Any faulty or broken equipment should be reported immediately to the Lab Coordinator.
4. The wheels of all equipment (e.g. beds, wheelchairs, stretchers) are to be locked during practice and return demonstration.

#### G. Latex Allergies

1. Students, faculty and staff may come in contact with products containing latex in the lab environment including, but not limited to, disposable gloves and manikin skin.
2. If students, faculty, or staff are allergic to products containing latex, they are to notify the Lab Coordinator who will make appropriate accommodations to minimize the risk of allergic reaction.

### **IV. REPORTING OF AN INJURY**

- A. Any incident occurring in the laboratories must be reported immediately to a faculty member or the Lab Coordinator.
- B. In the event of a physical injury or hazardous exposure, a Laboratory Incident Report form must be completed and submitted to the Lab Coordinator.
- C. Protocol for a physical injury/hazardous exposure
  1. Immediately report the incident to the Lab Coordinator (primary contact) and/or faculty.
  2. Medical consultation, evaluation and any treatment deemed appropriate will be available through the Campus Health Center or from Rockingham Memorial Hospital.
  3. The School of Nursing will follow up with the student within three business days. A copy of the incident report and a written follow up report will be kept in the student's file.

### **V. CLEANING AND MAINTENANCE OF THE LABORATORY AND EQUIPMENT**

- A. It is the responsibility of all those who use the lab for keeping equipment and the physical space clean, neat and orderly. Supplies should be replaced at the end of each lab session.
- B. Floors, counters, and furniture will be cleaned by appropriate personnel at the end of each semester and more frequently if needed.
- C. Laboratory equipment will be cleaned and serviced as needed. The protocol for cleaning equipment is directed by the product manufacturer. Linens will be changed and laundered when soiled, after extensive use, and at the end of each semester.

### **VI. SHARPS AND BIOHAZARD WASTE DISPOSAL**

- A. Potential biohazard waste is collected, contained, stored, and disposed of according to the Occupational Safety and Health Administration (OSHA) guidelines.
- B. Fully discharged non-rechargeable batteries should be given to the Lab Coordinator for recycling.
- C. Sharps disposal is handled by JMU Facilities Management. When sharps containers are full the Lab Coordinator should be notified.

## **VII. EMERGENCIES**

Contact Campus Police (568-6911) or 911 for all emergencies including: Alcohol poisoning, assault, bomb threats, chemical spill, criminal activity, fire, suspicious person, shelter in place, medical emergency, severe weather, mental health, utility failure and weapons.

## **Exposure Control Plan and Policies for Blood-Borne Pathogens**

### ***Introduction:***

In order to minimize and prevent the exposure of nursing students, faculty, and clients to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV), the School of Nursing has adopted the following policy and exposure control plan to provide education, prevent exposure and contamination, and provide appropriate follow-up should exposure occur. This policy and exposure control plan conforms to and is not in conflict with the requirements of local, state and federal laws and the Centers for Disease Control guidelines for prevention and transmission of HIV/HBV, James Madison University and the clinical sites utilized in the nursing program. It is the responsibility of each nursing student to be familiar with the provisions of this policy and to operate accordingly.

The OSHA/VOSH 1910.1030 Blood Borne Pathogens Standard was issued to reduce the occupational transmission of infections caused by microorganisms sometimes found in human blood and certain other potentially infectious materials. Although a variety of harmful microorganisms may be transmitted through contact with infected human blood, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) have been shown to be responsible for infecting workers who were exposed to human blood and certain other body fluids containing these viruses, through routes like needle-stick injuries and by direct contact of mucous membranes and non-intact skin with contaminated blood/materials, in the course of their work. Occupational transmission of HBV occurs much more often than transmission of HIV. Although HIV is rarely transmitted following occupational exposure incidents, the lethal nature of HIV requires that all possible measures be used to prevent exposure of workers.

### ***Methods of Compliance:***

1. **Standard Precautions:** Standard precautions are based on the fact that the existence of pathogens cannot be known in all situations. In some instances, patients harboring blood-borne infections may never be identified as representing a potential infectious risk. In settings such as outpatient clinics, identification of patients who present a potential infectious risk is impractical if not impossible. Because one can never be sure who might be infectious, STANDARD PRECAUTIONS are recommended for all patient contacts. These precautions should minimize the risk of transmission of blood-borne infections. Therefore, all blood or other potentially infectious materials are to be handled as if they are contaminated by a blood-borne pathogen. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials. Laboratory specimens from all patients must be treated as infectious.
2. **Engineering and Work Practice Controls:** The use of appropriate practices are outlined and followed as specified in the individual practicum settings utilized to eliminate or minimize exposure. Where occupational exposure remains after institution of these controls, personal protective equipment is also used.

3. **Hand-washing and Other General Hygiene Measures:** Hand-washing is a primary infection control measure which is protective of both the employee and the patient and must be diligently practiced. Students shall wash hands thoroughly using soap and water or other approved antibacterial waterless hand sanitizer whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment. When other skin areas or mucous membranes come in contact with blood or other potentially infectious materials, the skin shall be washed with soap and water, and the mucous membranes flushed with water, as soon as possible. Appropriate hand-washing facilities are available in clinical facilities and in the nursing skills center. Blood and body fluid spills should be cleaned up promptly. Gloves should be worn and the area decontaminated according to institutional policy. If not specified, a freshly made solution of one part chlorine bleach to 9 parts water can be used.
4. **Sharps Management:** Needles, especially contaminated needles and other contaminated sharps, should not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited. Contaminated disposable sharps shall be discarded, as soon as possible after use, in the disposable sharps containers.

In practicum settings procedures are followed as outlined for sharps use and disposal. In the campus-based nursing skills center appropriate containers (closable, puncture resistant, labeled or color-coded, and leak-proof on sides and bottom, and maintained upright throughout use) for the disposal of sharps are provided as a protective mechanism even though sharps are used for practice on oranges, manikins, etc. and do not involve use with human subjects. Nearly full containers are to be promptly disposed of (or emptied and decontaminated in the case of reusable sharps) and replaced. In the skills center the disposal of sharps containers is the responsibility of the skills center coordinator.

5. **Personal Protective Equipment:** Personal protective equipment is available and is to be used according to the specifications of the individual clinical site being utilized. Students are expected to wear personal protective equipment when doing procedures in which exposure of the skin, eyes, mouth, or other mucous membranes to blood or other body fluids is likely. The articles to be worn will depend on the expected exposure.
  - o **Protection for Hands:** Gloves should be worn when handling body secretions; when contact with blood or other potentially infectious bodily fluids and mucous membranes or non-intact skin is likely; when handling soiled items or surfaces; and when performing venipuncture or giving parental medications. Gloves should be changed after direct contact with each patient. Environmental contamination should be prevented by removing gloves as soon as possible after contamination. Gloves should not be washed and reused. Hands should be washed after gloves are removed. Gloves should be replaced as soon as feasible when contaminated, torn, punctured, or when their ability to function as a barrier is compromised.

- **Protection for Eyes/Nose/Mouth:** Masks and protective eyewear are not routinely indicated. In many instances, personal eyeglasses will provide adequate eye protection. Students shall wear masks in combination with eye protection devices (goggles or glasses with solid side shields) or chin-length face shields whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated. When suctioning intubated patients or caring for patients with productive coughs, e.g., during a sputum induction procedure, protection with masks and eyewear shall be used.
  - **Protection for the Body:** Gowns are not routinely necessary, but a variety of garments including gowns, aprons, lab coats, clinic jackets, etc. are to be worn when soiling of clothes with blood or other body fluids is likely. Surgical caps or hoods and/or shoe covers or boots shall be worn in instances when gross contamination can reasonably be anticipated. If penetrated by blood or other potentially infectious material, the garments should be removed as soon as possible and placed in a designated container for laundering or disposal.
  - **Laundry:** Linen soiled with blood or other body fluids are to be placed in bags designed and marked for that purpose as specified in the given institution. Contaminated laundry shall be handled as little as possible with a minimum of agitation. Wet contaminated laundry which may soak-through or cause leakage from bag or containers must be placed in bags or containers which prevent soak-through and/or leakage of fluids to the exterior.
6. **Regulated Wastes and Communication of Hazards:** Disposal of waste materials regulated by this standard is to be handled according to institutional policy. The presence of hazardous materials is to be identified according to accepted procedures of the given institution.

***Procedures for Evaluation and Follow-Up of Exposure Incidents:***

1. An exposure incident refers to specific contact of eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material. A significant occupational exposure is defined as:
  - A needle stick or cut caused by a needle or other sharp that was actually or potentially contaminated with blood or other body fluid.
  - A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or other body fluid.
  - A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
2. Immediate antiseptic procedures should be followed after possible or accidental exposure and the CDC guidelines for occupational exposure should be followed.

3. A student has an ethical duty to report any incident that exposed him/herself or a patient to the risk of transmission of a blood borne disease and is ethically obligated to be tested for HIV when the patient is exposed to a provider's blood.
4. Incidents of student exposure are to be reported immediately to the faculty member responsible for the specific experience. The faculty member in turn reports the incident to both the facility where the incident occurred, and the JMU Nursing School Head. Documentation of the exposure incident is to be submitted within 24 hours to the School head and should include: route(s) of exposure; circumstances under which the exposure occurred; identification and documentation of the source individual if feasible; and follow up steps taken. When an exposure is reported that individual will follow the facility exposure plan for testing and evaluation.
5. Students having an exposure incident in a clinical agency without an established protocol should return to the university and follow university procedures. Students will be responsible for payment of any necessary medical testing or care.

### ***Prevention Education:***

Nursing students receive both printed and oral information and instructions. This information covers blood borne pathogens, standard precautions for blood and body infections in accordance with applicable CDC guidelines, Hepatitis B Vaccination, specific protection and exposure control procedures, warning labels, personal health habits, HIV prevention and risk behaviors, procedures for incidents of exposure and post-exposure follow-up. This basic education includes information regarding potential infectious hazards inherent in the educational program and is the responsibility of the Course Coordinator of their first nursing practicum class. These instructions are reinforced and expanded throughout the nursing program. RN-BSN and Graduate student who have received instruction on universal precautions must sign a document stating they have completed this training. Students are expected to utilize universal precautions in all their practicum experiences. In addition to operating from this overall premise, additional expectations as outlined in individual agencies or institutions are also followed.

General policies and procedures are located at the School of Nursing Homepage [www.nursing.jmu.edu](http://www.nursing.jmu.edu) and are applicable to all nursing students.

### **Social Media Policy**

Students will not discuss or post any identifiable information about faculty, peers, patients, family members or any clinical facility on any unapproved electronic venue (i.e. Facebook, Twitter, MySpace, blogs, cell phones, etc.). In addition students will not leave or save any patient, family, faculty, clinical facility or student information on any open access desktop or hard drive. Violation of this policy may result in academic penalty.

## Practicum Policies

All graduate students are mandated to review the health related and clinical policies and procedures in clinical settings, by review the nursing School web site: <http://www.nursing.jmu.edu>

## Practicum/Residency Faculty, Preceptor, and Student Responsibilities

The following table summarizes the responsibilities of practicum or residency preceptors, course faculty, and students. Students can use this as they plan their practica and residency experiences.

| Faculty/School of Nursing Responsibilities   | Student Responsibilities   | Preceptor Responsibilities  |
|--|--|---|
| <ol style="list-style-type: none"> <li>1. Collaborates with students to identify learning needs.</li> <li>2. Collaborates with students to coordinate placement with available preceptor.</li> <li>3. Negotiates clinical affiliation agreements with site.</li> <li>4. Provides preceptors with course syllabus, student assignments, and evaluation forms.</li> <li>5. Facilitates communication between faculty, students and preceptors.</li> <li>6. Meets with student and preceptor at least once a term.</li> <li>7. Provides feedback to preceptors and students.</li> <li>8. Evaluates preceptors and practice site for appropriateness of student learning.</li> <li>9. Maintains responsibility for supervision, guidance, and evaluation of student learning experiences.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develops personal learning objectives for practicum or residency experience.</li> <li>2. Completes all course assignments and objectives.</li> <li>3. Meets with preceptor prior to practicum or residency experience to discuss details and logistics of experience.</li> <li>4. Seeks regular feedback from preceptor regarding activities and student progress.</li> <li>5. Collaborates with preceptor regarding the provision of plans of care (NP) or the delivery of teaching/learning (NP or NE).</li> </ol> | <ol style="list-style-type: none"> <li>1. Negotiates dates and times for student learning experiences.</li> <li>2. Reviews course objectives and their feasibility.</li> <li>3. Serves as a host, sponsor, teacher, and role model for student.</li> <li>4. Orients student to clinical agency.</li> <li>5. Selects clients/learners that assist students to meet learning objectives.</li> <li>6. Intervenes where appropriate to assist student to manage situations.</li> <li>7. Provides learning experiences to meet objectives. Facilitates critical thinking regarding planning and implementing plans.</li> <li>8. Evaluates student.</li> <li>9. Plans additional experiences on basis of evaluation.</li> </ol> |

## Nurse Practitioner Practicum Placement

Practicum placements are identified in conjunction with course faculty and the Graduate Clinical Coordinator. Students identify potential sites for practicum, but these must be approved by course faculty/Graduate Clinical Coordinator. The quality of the learning experience is affected by the type of services provided and patients seen. Students may have to commute a distance to attend a practicum experience in order to meet course objectives. Transportation is the responsibility of the individual student. Students are responsible for all arrangements and expenses for travel to practicum sites.

## **Responsibilities to Practicum Sites**

The Nursing School contracts with agencies for practicum courses and both students and faculty are guests in these agencies. Many agencies require documentation of CPR certification, criminal background check, professional liability insurance, and results of TB testing; the information you provide may be shared with clinical agencies. In addition to other policies relative to practicum experiences, the following expectations relate specifically to practicum sites and personnel:

- Students are expected to act in a responsible, respectful manner in all interactions with clients and staff.
- Students are expected to comply with written policies and procedures governing nursing practice in the practicum agency or institution, including policies and procedures regarding hazardous material, standard precautions and health requirements.
- HIPAA - Health Insurance Portability and Accountability Act- "The School of Health and Human Services and all other health care agencies must insure that their customers (ex: patients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected." APA ref (Federal Register, 2003, p1).
- Students are responsible to notify both the faculty and appropriate agency personnel if they will be absent from an assigned experience due to illness, weather or other reasons.
- When students miss practicum experiences as an excused absence (for reasons including inclement weather, death of a family member or illness) the student must "make up" the practicum experience in some manner. The practicum faculty instructor will determine how the student is to make up the experience. All information and personal data gained in practicum experiences must be treated confidentially.
- Nursing students are expected to dress in accordance with nursing School policy and as acceptable to the agency.
- If a student is injured during any practicum experience, the designated agency procedure is to be followed.

## **Suggestions for Students Working with Community Practices**

- Call your preceptor at least TWO WEEKS prior to your scheduled date of arrival:
  - Introduce yourself.
  - Establish when and where to meet on the first day.
  - Clarify any dress code or other requirements
- During your first two or three days of the rotation, be sure the preceptor clarifies:
  - Daily and weekly schedules, office practice, call, etc.
  - Desired work pattern for students in the practice (e.g., see patients with preceptor alone first and present to preceptor, see only (designated patients, etc.).

- Desired pattern for teaching/feedback time (i.e., after each patient, at end of patient encounter).
- During your first few days, clarify for your preceptor:
  - Your previous experiences, areas of strength and weakness.
  - Your goals for the practicum experience

Ask for additional feedback from your preceptor if you have any questions regarding your clinical performance.

- The student is encouraged to resolve problems directly with the preceptor.
- Contact course faculty or the Clinical Coordinator for any concerns or questions that cannot be answered at the practice site.

### **Expectation of Competent Behavior and Performance:**

- Unsatisfactory or unsafe behaviors - may result in clinical probation or removal from the course (and subsequent failure of the course) at the discretion of the faculty practicum instructor. When a student is placed on clinical probation, the course faculty will document the incident or pattern of behavior. The instructor and student will meet to discuss the incident and to establish specific re-evaluation criteria and behavioral goals that will be put in writing and signed by the student and faculty member. Following clinical probation, subsequent unsatisfactory performance in the clinical or laboratory setting will result in faculty review and failure of the course.
- Physical or mental inability to perform practicum responsibilities - If a student has sustained an injury (e.g. broken bone), illness, or disability after entry into the nursing program that prevents the student from meeting the objectives of a practicum course, the student may need to withdraw from the course. If a student is unable to mentally perform tasks expected during clinical or is unable to complete expectations within a reasonable amount of time, the student may be put on probation or may need to withdraw from the course.
- The practicum instructor will determine:
  - Whether course objectives can be met within the time frame of the course.
  - Whether the student is able to receive an incomplete (I) in the course and satisfy requirements according to university policy; or
  - Whether the student will need to withdraw and re-take the course when the problem is resolved. This will affect student progression within the program.

### **Dress Code/Equipment**

Dress is business casual, with a white lab coat (agency may waive) and the JMU nursing student picture ID badge. Jeans, shorts, and T-shirts with logos/slogans are not acceptable. Shoes should be closed, and tennis shoes and high heels are not acceptable.

Nails must be kept trimmed and artificial nails are not permitted while in practicum courses. Perfume, aftershave, and strong scented lotions are strongly discouraged. Each student is expected to bring his/her own stethoscope and a handheld device loaded with pharmacological software. Otoscopes and ophthalmoscopes are available to be signed out from the JMU Nursing Lab if not available at the practicum site.

## Independent Study Guidelines

An independent study is an out-of class, self-directed learning experience undertaken by a student with faculty guidance and supervision that provides opportunity for in-depth individual scholarly exploration. Independent studies offer students the opportunity for exploring areas of personal interest in greater depth than is possible in the nursing courses within the curriculum. They also provide opportunity for developing responsibility in regard to scholarly pursuits and may be used to acquire elective credits or as a means of enhancing the student's academic program. Independent studies may include research or projects, as well as observational and practicum experiences. The primary responsibility rests with the student for making arrangements for any such experiences projected to be a part of the independent study, but consultation with the faculty member is required.

Considerable independence is required on the part of the student in planning for and implementing an independent study. It is an academic course and as such necessitates approval and evaluation by a faculty member. The faculty member exercises professional judgment in determining the adequacy and appropriateness of the proposal including its purposes, activities and evaluation. It is anticipated that the faculty will provide guidance in the development of the proposal and throughout its implementation.

While planning and evaluation must be done in conjunction with a faculty member, independent studies are primarily implemented in an independent manner. Objectives for the experience, specific activities, and methods of evaluation must be identified by the student and approved by the faculty member and School head. Independent studies may be done for varying amounts of credit but normally are for 1 or 2 credit hours. One credit hour involves approximately 45 hours of involvement on the part of the student. The steps in the process of setting up an independent study are outlined below:

1. Student expresses interest to either the School head or a faculty member. The expectations are explained to the student. Permission to register for an independent study may be denied when in the opinion of the faculty member or School head, it is inappropriate in light of the student's overall performance or other program requirements.
2. The student identifies a faculty member they would like to work with on the project and discusses their ideas for the project with them to determine their interest and willingness to serve as an adviser.
3. In order to register for an independent study the student must secure a faculty member willing to work with them on the project. Faculty members have the right to decline requests for an independent study on the basis of their time constraints and other responsibilities.
4. The student secures a copy of the guidelines and forms for an independent study and develops a proposal for their study that includes all components as outlined.
5. After completing the proposal a second meeting is held with the faculty adviser to secure approval. This discussion should include specific discussion of objectives, activities, means of evaluation, number of credits, etc.

6. After receiving initial approval from the faculty adviser, the student completes the independent study proposal form. Approval is achieved through securing the signatures of the faculty member and the School head on the form. The signature of the faculty member means that she/he agrees to provide guidance to the student during the implementation of the independent study project. The School head's signature indicates approval of the plan as described. Copies of the signed form are given to the School head, the faculty adviser and the student. The student is responsible to keep a copy for his/her own record.
7. Register for NSG 680: Independent Study in Nursing.
8. The student and faculty adviser are expected to maintain contact regarding the implementation of the study periodically throughout the semester or summer. The responsibility for maintaining this contact lies with the student.
9. The faculty member determines whether the study has been successfully completed and gives a grade accordingly.

### **Web-Enhanced and Online Courses**

James Madison University's nursing faculty use various educational technologies to enhance their teaching and expand student learning beyond the boundaries of the classroom. Blackboard is the course management system used in the Nursing School, and allows the professor to post syllabi, create asynchronous discussions, archive lecture notes, and provide review strategies such as quizzes, PowerPoint presentations, and online "office hours". The School of Nursing web site provides information and support services for distance learning.

Web-enhanced courses are traditional face-to-face graduate courses that incorporate web technology into the design and delivery of the course. Students have access to online bulletin boards and to the instructor and classmates through the internet. Online courses are taught primarily via computer interface with rare to occasional face-to-face meetings.

Face-to-face instruction allows students and faculty to get acquainted and for the group to have the opportunity for guest speakers and presentation of student projects. The web-based and online learning gives students a flexible schedule, allows students to work independently and occasionally in online work groups, and gives students the ability to easily access appropriate web resources.

### **Liability Insurance**

JMU, through the State of Virginia, provides malpractice coverage in the amount required in The Code of Virginia. Coverage is per occurrence for each individual student and covers student practice that is an assigned course-related activity. It will NOT cover student work outside course experiences (e.g. as an aide, a volunteer, or a summer extern).

It is recommended that students purchase additional insurance beyond the state's policy. Two carriers are Nurses Service Organization ([www.nso.com](http://www.nso.com)) and Nurses Protection Group ([www.npg.com](http://www.npg.com)).

**Student Job Placement Policy**

All announcements of positions for employment received by the program are passed along to students and to alumni. Working with the Office of Career Services transition to graduate role, the program provides information or directs students to assistance in seeking employment. Topics include preparation of resumes, conducting a job search including referral to local, state and national employment listing, interviewing for a position, and negotiating salaries and benefits.

## Section VIII: University Student Services

The University provides a wide range of student services. Students are encouraged to use the services as needed. Below is a partial list of the student services available on campus. Students are directed to the TGS website: [www.jmu.edu/grad](http://www.jmu.edu/grad) or the specific web addresses for more information.

Academic Advising and Care [www.jmu.edu/career/](http://www.jmu.edu/career/)

Bookstore [www.jmu.edu/bookstore](http://www.jmu.edu/bookstore)

Card Services [www.jmu.edu/cardctr/](http://www.jmu.edu/cardctr/)

Copy Services [www.jmu.edu/copycenter](http://www.jmu.edu/copycenter)

Center for Multicultural/ International Student Services [www.jmu.edu/multicultural](http://www.jmu.edu/multicultural)

Counseling and Student

Development Center [www.jmu.edu/counselingctr/](http://www.jmu.edu/counselingctr/)

Dining Services [www.jmu.edu/dining/](http://www.jmu.edu/dining/)

Disability Services [www.jmu.edu/disabilityser](http://www.jmu.edu/disabilityser)

Financial Services [www.jmu.edu/stufin](http://www.jmu.edu/stufin)

Mail Services [www.jmu.edu/postoffice/mailexpress.shtml](http://www.jmu.edu/postoffice/mailexpress.shtml)

Office of Affirmative Action [www.jmu.edu/affirmact/](http://www.jmu.edu/affirmact/)

Office of Judicial Affairs [www.jmu.edu/judicial](http://www.jmu.edu/judicial)

Parking Services [www.jmu.edu/parking/](http://www.jmu.edu/parking/)

Police [www.jmu.edu/pubsafety/index.shtml](http://www.jmu.edu/pubsafety/index.shtml)

Student Government Assoc. <http://sga.jmu.edu>

Student Handbook [www.jmu.edu/judicial/handbook.html](http://www.jmu.edu/judicial/handbook.html)

Student Success [www.jmu.edu/stusuccess](http://www.jmu.edu/stusuccess)

University and College Centers [www.jmu.edu/ucenter](http://www.jmu.edu/ucenter)

Student Organization Services [www.jmu.edu/ucenter/sos/](http://www.jmu.edu/ucenter/sos/)

University Health Center [www.jmu.edu/healthctr/](http://www.jmu.edu/healthctr/)

University Recreation [www.jmu.edu/recreation/](http://www.jmu.edu/recreation/)

Reading/Writing Resource Center [www.jmu.edu/acadaffairs/rwsupp.shtml](http://www.jmu.edu/acadaffairs/rwsupp.shtml)

## **JMU Services/Libraries**

### **The HelpDesk**

Phone: (540) 568-3555

Web site: <http://www.jmu.edu/computing/helpdesk/>

### **Carrier Library**

Carrier Library Circulation

Phone: (540) 568-6150

Web site: [http://www.lib.jmu.edu/about\\_us/locationsandhours.aspx](http://www.lib.jmu.edu/about_us/locationsandhours.aspx)

Carrier Library Reference Desk Phone: (540) 568-6150

### **Music Library**

Phone: (540) 568-6041

Web site: <http://www.lib.jmu.edu/music>

### **Rose Library Services**

Phone: (540) 568-2731

Web site: [http://www.lib.jmu.edu/about\\_us/locationsandhours.aspx](http://www.lib.jmu.edu/about_us/locationsandhours.aspx)

### **Media Resources**

Phone: (540) 568-6610

Web site: <http://www.lib.jmu.edu/media/>

### **Center for Instructional Technology**

Phone: (540) 568-7061

Web site: <http://cit.jmu.edu/cit/>

### **Distributed and Distance Learning Services**

Phone: (540) 568-7061

Web site: <http://ddls.jmu.edu>

Distributed and Distance Learning Services (DDLS) is a support facility for online learning.

### **Computing Support**

Web site: <http://www.jmu.edu/computing/support/>

### **Campus Network**

Web site: <http://www.jmu.edu/computing/network/>

## Nursing Laboratories and Computer Resources

**Health Assessment Laboratory** features 13 "office" units containing examination tables and wall-mounted equipment used for faculty demonstration and student practice of physical examination and other health assessment skills.

**Microscopy Laboratory**-This laboratory, for the graduate nurse practitioner students, contains 2 microscopes and all necessary supporting equipment to allow students to do urine microscopes, wet preps and blood smears.

**Shared Laboratories** - In addition, nursing has a simulated home environment lab, as well as a videotaping skills lab set up as a typical office setting for practice with communication and interviewing skills and to conduct and record role-play interviews. In all laboratories remote controlled cameras allow students to videotape skills performance. In the Skills and Health Assessment Labs computers at the bedside facilitate computer-assisted instruction and independent mastery of skills.

**Graduate Reading Room**-. It is a limited access room that is available only to Graduate students.

**Madison Media lab**. The Media lab is a state-of-the-art multimedia production facility. All JMU faculty, staff and students have access to tools and support to help them create materials for instruction, projects, presentations and publications. This lab supports a full range of animation, Internet development and CD authoring tools. It serves as a hands-on training ground for students who want to pursue careers in the multimedia industry. Students and staff provide one-on-one training on any hardware and software available in the lab. The Media lab has a variety of multimedia-related hardware including scanners, digital cameras as well as equipment for video and audio digitizing, graphic development, animation and 3D rendering and CD authoring and replication.

**Computer Services**. The JMU campus offers extensive computing resources for students and faculty. The Carrier Library has a computer lab with networked computers which provides internet access to students on a first come, first served basis. The Student Success Center has computer kiosks on various floors for student access. In addition, Burruss Hall contains a Mac computer lab on the third floor which is available to students and faculty by reservation only. Printers are available for use in computer labs on a pay-per-print basis. The University has a wireless network and users may connect from any WI-FI enabled device such as a tablet, laptop or smartphone. University laptops are also available for short-term, temporary use through Carrier Library. The Nursing School's computers share a common network drive and are internet enabled. A series of integrated information systems allow students, faculty and staff instant access to necessary business and academic progress information. Students use MyMadison to register for classes and coordinate schedules, check financial aid and account information, purchase textbooks and pay tuition. Faculty are able to track course enrollment and student academic progress through MyMadison. Classroom Technology Support provides technological support to academic classrooms while Information Technology (IT) Computing Support provides assistance with computer labs and individual computers. The JMU HelpDesk, part of IT Computing Support, is the first point of contact for all individual computing issues which require immediate assistance. For more information, please see [www.jmu.edu/computing](http://www.jmu.edu/computing).

**Library Services**. JMU Libraries serve your research needs, whether via physical or virtual means. Rose Library, which houses the Science, Technology, Nursing and Health Sciences materials, offers over 40 group study rooms across, plenty of individual study space, a 24-hour computer lab, and a café for your study breaks. Online, the library provides virtual access to electronic books, articles, and videos for both on-campus and off-campus access. For resources JMU doesn't own, a larger statewide resource sharing program is available to freely get you what you need through the Interlibrary Loan School; additional support for distance students (those living more than 50 miles away) enables the delivery of print books from JMU to their homes for free. For research support, students have a dedicated Nursing Librarian to help with research questions and needs, as well as a dedicated Nursing Subject Guide for shortcuts to the best Nursing resources (<http://guides.lib.jmu.edu/nursing>).

**JMU Bookstore**. The JMU Bookstore provides textbook services for faculty and students. The bookstore maintains online Internet access with capabilities for students and faculty to inquire, search, and

place textbook orders. The bookstore orders specialized textbooks for faculty and students that are not maintained in the store.

## **Section IX. Forms**

**INDEPENDENT STUDENT PROPOSAL  
SCHOOL OF NURSING  
JAMES MADISON UNIVERSITY**

|                 |  |                   |  |
|-----------------|--|-------------------|--|
| Student Name    |  |                   |  |
| Faculty Advisor |  |                   |  |
| Topic           |  |                   |  |
| Semester/Year   |  | Number of Credits |  |
| I.              | Brief Description of the Proposed Educational Experience |                   |  |
| II.             | Objectives for the Independent Study                     |                   |  |
| III.            | Proposed Learning Activities, Time Frames, etc.          |                   |  |
| IV.             | Proposed Plan (Methods) for Review and Evaluation        |                   |  |

|                 |  |      |  |
|-----------------|--|------|--|
| Signatures      |  |      |  |
| Student         |  | Date |  |
| Faculty Advisor |  | Date |  |
| School Head     |  | Date |  |

**Application for a Graduate/Doctoral Degree - Available at**  
**[http://www.jmu.edu/grad/files/App\\_for\\_Grad\\_Doc\\_Degree\\_Updated\\_Jul9%20fillable.pdf](http://www.jmu.edu/grad/files/App_for_Grad_Doc_Degree_Updated_Jul9%20fillable.pdf)**

**James Madison University  
School of Nursing**

**Plan of Study - Nurse Practitioner Concentration**

Name \_\_\_\_\_ ID # \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Entry to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

Which option are you selecting? Family \_\_\_\_\_ Adult \_\_\_\_\_ Gero \_\_\_\_\_ Dual \_\_\_\_\_

One copy of Plan of Study to be submitted to advisor and graduate program Director.

| Course Number                      | Course Name                               | Co or Prerequisite Courses | Credit Hours | Term(s) Offered | Term Planned | Term Completed |
|------------------------------------|---|----------------------------|--------------|-----------------|--------------|----------------|
| <b>Core Classes</b>                |   |                            |              |                 |              |                |
| NSG 611                            | Research for Advanced Health Professional |                            | 3            | Fall            |              |                |
| NSG 612                            | Theoretical Foundations of APN            |                            | 3            | Spring          |              |                |
| NSG 690                            | Advanced Concepts in Epidemiology         |                            | 3            | Spring          |              |                |
| NSG 692                            | Health Care Policy                        |                            | 3            | Spring          |              |                |
| NSG 520                            | Advanced Health Assessment                |                            | 3            | Fall            |              |                |
| NSG 521                            | Advanced Concepts in Pathophysiology      |                            | 3            | Fall            |              |                |
| <b>Advanced Practice Specialty</b> |   |                            |              |                 |              |                |
| NSG 522                            | Advanced CI Pharm                         |                            | 3            | Spring          |              |                |
| NSG 630                            | Care Delivery and Coordination I          | NSG 520,521                | 4            | Fall            |              |                |
| NSG 631                            | Care Delivery and Coordination II         | NSG 630                    | 4            | Spring          |              |                |
| NSG 632                            | Coordinated Care of Elderly               | NSG 631                    | 3            | Fall            |              |                |
| NSG 634                            | Role of the APN                           |                            | 1            | Fall            |              |                |
| NSG 635                            | Family Centered Care Delivery (optional)  | NSG 520, 521, 522          | 3            | Summer          |              |                |
| NSG 671                            | Practicum I                               | NSG 520,521,522, 630,634   | 3            | Spring          |              |                |
| NSG 672                            | Practicum II                              | NSG 631,671                | 5            | Fall            |              |                |
| NSG 673                            | Practicum III                             | NSG 632,672                | 5            | Spring          |              |                |
|                                    | <b>Total Credits</b>                      |                            | <b>46-49</b> |                 |              |                |

Note: Most classes in the Core and Advanced Practitioner Core can be taken in any sequence (note the prerequisite column). These core classes should be completed before proceeding to the Clinical courses. It is best to speak with your faculty adviser to plan an individualized Plan of Study.

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

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

**James Madison University**  
School of Nursing

**Plan of Study – Clinical Nurse Leader Concentration**

Name \_\_\_\_\_ ID # \_\_\_\_\_ Faculty Advisor \_\_\_\_\_ Entry  
to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

| <b>Course Number</b> | <b>Course Name</b>                                   | <b>Prerequisite Courses</b> | <b>Credit Hours</b> | <b>Term(s) Offered</b> | <b>Term Planned</b> | <b>Term Completed</b> |
|----------------------|--|-----------------------------|---------------------|------------------------|---------------------|-----------------------|
| NSG 520              | Advanced Health Assessment                           |                             | 3                   | Fall                   |                     |                       |
| NSG 521              | Advanced Concepts in Pathophysiology                 |                             | 3                   | Fall                   |                     |                       |
| NSG 522              | Advanced Clinical Pharmacotherapeutics               |                             | 3                   | Spring                 |                     |                       |
| NSG 611              | Research for the Advanced Health Professional        |                             | 3                   | Fall                   |                     |                       |
| NSG 612              | Theoretical Foundations of Advanced Practice Nursing |                             | 3                   | Spring                 |                     |                       |
| NSG 650              | Organizational Behavior in Health Care               |                             | 3                   | Spring                 |                     |                       |
| NSG 651              | Leadership Development                               |                             | 3                   | Fall                   |                     |                       |
| NSG 653              | Educational Methodologies For Nurse Leaders          |                             | 3                   | Fall                   |                     |                       |
| NSG 676              | Clinical Nurse Leader Practicum I                    |                             | 4                   | Fall                   |                     |                       |
| NSG 677              | Clinical Nurse Leader Practicum II                   |                             | 4                   | Spring                 |                     |                       |
| NSG 690              | Epidemiology and Population Assessment               |                             | 3                   | Spring                 |                     |                       |
| NSG 692              | Health Care Policy                                   |                             | 3                   | Spring                 |                     |                       |
| Total Credit Hours   |  |                             | 38                  |                        |                     |                       |

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**James Madison University**  
School of Nursing

**Plan of Study - Nurse Administrator Concentration**

Name \_\_\_\_\_ ID # \_\_\_\_\_ Faculty Advisor \_\_\_\_\_ Entry  
to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

| <b>Course Number</b> | <b>Course Name</b>                            | <b>Prerequisite Courses</b>             | <b>Credit Hours</b> | <b>Term(s) Offered</b> | <b>Term Planned</b> | <b>Term Completed</b> |
|----------------------|---|---|---------------------|------------------------|---------------------|-----------------------|
| NSG 611              | Research for the Advanced Health Professional |   | 3                   | Fall                   |                     |                       |
| NSG 651              | Leadership Development                        |   | 3                   | Fall                   |                     |                       |
| NSG 655              | Concepts of Nursing Administration            | NSG 650 & 651;<br>Co-requisite: NSG 655 | 3                   | Fall                   |                     |                       |
| NSG 650              | Organizational Behavior in Health Care        |   | 3                   | Spring                 |                     |                       |
| NSG 612              | Theoretical Foundations of APN                |   | 3                   | Spring                 |                     |                       |
| NSG 692              | Health Care Policy                            |   | 3                   | Spring                 |                     |                       |
| NSG 678              | Nurse Administrator Practicum I               |   | 4                   | Fall                   |                     |                       |
| XXX                  | Graduate Level Elective                       |   | 3                   | Fall                   |                     |                       |
| NSG 690              | Epidemiology and Population Assessment        |   | 3                   | Spring                 |                     |                       |
| NSG 679              | Practicum II                                  |   | 4                   | Spring                 |                     |                       |
| Total Credit Hours   |   |   | 32                  |                        |                     |                       |

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

**James Madison University**  
School of Nursing

**Plan of Study - Nurse Midwifery Concentration**  
**JMU Courses only**  
**1 Year Only**

Name \_\_\_\_\_ ID # \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

Entry to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

| <b>Course Number</b> | <b>Course Name</b>                                   | <b>Prerequisite Courses</b> | <b>Credit Hours</b> | <b>Term(s) Offered</b> | <b>Term Planned</b> | <b>Term Completed</b> |
|----------------------|--|-----------------------------|---------------------|------------------------|---------------------|-----------------------|
| NSG 520              | Advanced Health Assessment                           |                             | 3                   | Fall                   |                     |                       |
| NSG 521              | Advanced Concepts in Pathophysiology                 |                             | 3                   | Fall                   |                     |                       |
| NSG 522              | Advanced Clinical Pharmacotherapeutics               |                             | 3                   | Spring                 |                     |                       |
| NSG 611              | Research for the Advanced Health Professional        |                             | 3                   | Fall                   |                     |                       |
| NSG 612              | Theoretical Foundations of Advanced Practice Nursing |                             | 3                   | Spring                 |                     |                       |
| NSG 634              | Role of the Advanced Practice Nurse                  |                             | 1                   | Fall                   |                     |                       |
| NSG 690              | Epidemiology and Population Assessment               |                             | 3                   | Spring                 |                     |                       |
| NSG 692              | Health Care Policy                                   |                             | 3                   | Spring                 |                     |                       |
| Total Credit Hours   |  |                             | 22                  |                        |                     |                       |

**James Madison University**  
 School of Nursing  
**Plan of Study – Doctor of Nursing Practice (DNP)**

Name \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

Focus:   Advanced Practice Nursing   or   Leadership in Healthcare Systems

Entry to Program \_\_\_\_\_                      Expected Grad \_\_\_\_\_

| <b>Course Number</b> | <b>Course Name</b>                          | <b>Prerequisite Courses</b> | <b>Credit Hours</b> | <b>Term(s) Offered</b> | <b>Term Planned</b> | <b>Term Completed</b> |
|----------------------|---|-----------------------------|---------------------|------------------------|---------------------|-----------------------|
| NSG 690              | Epidemiology and Population Health          |                             | 3                   | Spring                 |                     |                       |
| NSG 692              | Health Policy                               |                             | 3                   | Spring                 |                     |                       |
| NSG 714              | Evidence-based Practice: Chronic Illness    |                             | 3                   | Spring                 |                     |                       |
| NSG 711              | Analytic Methods                            |                             | 3                   | Fall                   |                     |                       |
| NSG 713              | Evidence-based Practice: Health Promotion   |                             | 3                   | Fall                   |                     |                       |
| NSG 771              | Advanced Health Practicum I                 |                             | 3                   | Fall                   |                     |                       |
| NSG 712              | Issues and Methods of Translational Inquiry |                             | 3                   | Spring                 |                     |                       |
| NSG 650              | Organizational Behavior                     |                             | 3                   | Spring or Fall         |                     |                       |
| NSG 772              | Advanced Practicum II                       | NSG 771 (pre-req)           | 3 - 5 <sup>^</sup>  | Spring                 |                     |                       |
| NSG 773              | Advanced Practicum III                      | NSG 772                     | 3 – 5 <sup>^</sup>  | Fall                   |                     |                       |
| NSG 800              | Capstone Project                            |                             | 4                   | Fall                   |                     |                       |
|                      | Cognate                                     |                             | 3                   | variable               |                     |                       |
|                      | Cognate                                     |                             | 3                   | variable               |                     |                       |
| Total Credit Hours   |   |                             | 31 -44              |                        |                     |                       |

Faculty Signature: \_\_\_\_\_ Student Signature: \_\_\_\_\_

## Request of Change in MSN Concentration Form

Date

Name

Student ID

Current concentration:

Requested concentration:

Reason for requesting change:

Please sign the statement to grant permission to access information, noted below:

I give permission for the Graduate Program to exchange information with others who may have information that has bearing on this decision.

SIGNATURE

DATE

The “Approval of Transfer Credit” Form may be found online at the following link:

Approval of Transfer Credit - <http://www.jmu.edu/grad/files/ApprovalOfTransferCredit%20fillable.pdf>