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# **Graduate Nursing Student Handbook**

**2018-2019**

**James Madison University  
School of Nursing  
MSC 4305  
Harrisonburg, VA 22807  
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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 (designated as The Graduate School Catalog), the official document for all graduate students at JMU. In addition to these handbooks, the SON website, [www.nursing.jmu.edu](http://www.nursing.jmu.edu) contains information for students, including clinical policies and procedure, and web-based course information. 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 SON at any time without prior notice. If there is a change in plans, policies and /or procedures between handbook publications students will be notified of the change.

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

#### **The Graduate School (TGS):**

**Mission:** Graduate Education at James Madison University serves the public good by providing graduate students with high-quality academic experiences and professional development through its diverse, collaborative, and engaged community.

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 TGS.

#### **School of Nursing**

James Madison University is organized into eight colleges. The School of Nursing (SON) is located in the College of Health and Behavioral Sciences (CHBS). The SON 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 SON Director; Dr. Melody Eaton, Associate Director of the Graduate Programs, Dr. Jeannie Garber, 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 six concentration options: Family Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Nurse Midwifery, Clinical Nurse Leader, Nurse Administrator, and a new concentration, Psychiatric Mental Health Nurse Practitioner. The baccalaureate degree in nursing program, the master's degree in nursing program and the Doctor of Nursing Practice program at James Madison University are accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>). The Nurse Midwifery concentration is a shared program with Shenandoah University. The Psychiatric Mental Health Nurse Practitioner concentration is new and is a shared curriculum with Shenandoah University, with SASCAC approval and pending CCNE substantive change approval.

The Doctor of Nursing Practice program has two foci: Advanced Practice Nursing and Leadership in Healthcare Systems.

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The SON 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 in interdisciplinary elective courses. Service learning within community-based practicum courses provide services for vulnerable populations in IIHHS programs and other community agencies.

### **Mission, Vision & Values**

#### **Mission:**

We engage students, faculty and communities through dynamic and innovative nursing education, practice and scholarship to influence health in our world.

#### **Vision:**

To be a SON nationally recognized for academic excellence and innovative contributions to health care.

#### **Values:**

We are committed to...

Integrity: being honest, sincere and just in all of our endeavors

Caring: sharing compassion, kindness and authenticity with those we encounter

Excellence: pursuing the highest quality in teaching, learning, scholarship and service

Collaboration: cultivating partnerships built on respect, trust and commitment

Advocacy: providing a voice for those we serve and promoting policies that improve healthcare for all

Inclusivity: honoring the richness that diverse perspectives bring to our world

Resilience: achieving inner strength and wisdom by adapting to life's challenges

### **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) and the NONPF NP Core Competencies Content update (2017);

The Nurse Administrator (NA) program objectives are based on *AONE Nurse Executive Competencies* (AONE, 2015).

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

### **Core Student Learning Outcomes (Common to both NP and Leadership programs)**

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

1. Demonstrate leadership at the organizational and systems level to effectively integrate and communicate professional role. (Essential II)

2. Design and advocate for patient centered and culturally responsive strategies in the ethical delivery of care to vulnerable populations. (Essential VI, VII, VIII)
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. (Essential I, V, VII, VIII, IX)
4. Evaluate nursing knowledge through the scholarship of integrating, and applying evidence-based practice. (Essential IV, VIII)
5. Analyze economic, policy, environmental, and social forces to impact health care delivery, quality of care, and safety. (Essential III, VI)
6. Ethically manage data, information, knowledge and technology to communicate and integrate safe and effective care across settings. (Essential V)

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

The nurse practitioner graduate will demonstrate the ability to:

1. Synthesize assessment data to diagnose and manage preventative health, acute/chronic patient health and illness needs across designated populations (NONPF Competency Areas, Population Focused NP competencies, AGPCNP competencies)
2. Effectively serve as client partner and advocate within the health care delivery system to meet client needs. (NONPF Competency Areas, Population Focused NP competencies, AGPCNP competencies)

### **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, and educate patient care team members on financial implications of patient care decisions.
2. Demonstrate competency in the strategic management of human and material resources in nursing organizations to improve patient outcomes.
- 3.

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

The clinical nurse leader graduate will demonstrate ability to:

1. Interpret trends in data to evaluate and compare outcomes within a micro, meso, and macro system to improve quality of care and cost effectiveness across the health care continuum.
2. Influence health care design using evidence based strategic planning, business and economic principles including budgeting, human and other resource management, marketing, and value-based purchasing to effectively meet patient health needs.
- 3.

### **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

- I. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- II. Clinical Scholarship and Analytic Methods for Evidence-based Practice
- III. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- IV. Health Care Policy for Advocacy in Health Care
- V. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VI. Clinical Prevention and Population Health for Improving Health Outcomes
- VII. Advanced Practice Nursing

**DNP Student Learning Outcomes:**

The graduate of the DNP program will:

1. Demonstrate advanced levels of clinical judgement, systems thinking and accountability in ethically designing, delivering and evaluating evidence based care to improve patient outcomes. (Essential II, VIII)
2. Utilize knowledge from sciences, humanities, and nursing to promote health, prevent disease, and provide quality health care with inter-professional colleagues to individuals, families, aggregates and communities. (Essential I, VI, VIII)
3. Contribute to nursing knowledge through the scholarship of integration, application, and teaching. (Essential III)
4. Analyze economic, policy, environmental, and social forces to impact health care delivery, quality of care, and safety. (Essential V, VI, VII)
5. Engage in evidence-based advanced practice to improve health outcomes of diverse populations through culturally responsive strategies. (Essential VI, VII)
6. Evaluate and influence nursing and healthcare through organizational and systems leadership. (Essential II)
7. Translate research knowledge into practice innovation using analytic methods and clinical scholarship. (Essential III)
8. Ethically manage data, information, knowledge and technology to communicate and integrate safe and effective care across settings. (Essential IV)

**Section II. Curriculum**

**Nurse Administrator Full-Time (32 Credits)**

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

**Nurse Administrator Part-Time (32 Credits)**

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



**Nurse Administrator Part-Time Bridge (32-43 credits)**

<b>Spring Year One (6 Credits)</b>		<b>Summer Year One (5 Credits)</b>	
NSG 461	Pathophysiology and Pharmacology (3)	NSG 469	Caring for the Public's Health Community Health (Didactic)(4)
NSG 464	Introduction to Nursing Research (3)	NSG 466	Community Health Practicum (1)
<b>Fall Year One (6 Credits)</b>		<b>Spring Year Two (6 Credits)</b>	
NSG 611	Research for the Advanced Health Professional (3)	NSG 655	Concepts of Nursing Administration (3)
NSG 651	Leadership Development (3)	NSG 692	Health Care Policy (3)
<b>Summer Year Two (6 Credits)</b>		<b>Fall Year Two (7 Credits)</b>	
NSG 612	Theoretical Foundations of Advanced Nursing (3)	NSG 678	Nurse Administrator Practicum I (4)
NSG 650	Organizational Behavior in Health Care (3)	NSG XXX	Graduate Level Elective (3)
<b>Spring Year Three (7 Credits)</b>			
NSG 690	Epidemiology and Population Assessment (3)		
NSG 679	Nurse Administrator Practicum II (4)		

**Nurse Administrator Full-Time Bridge (32-43 credits)**

<b>Spring Year One (9 Credits)</b>		<b>Summer Year One (8 Credits)</b>	
NSG 461	Pathophysiology and Pharmacology (3)	NSG 469	Caring for the Public's Health Community Health (Didactic) (4)
NSG 464	Introduction to Nursing Research (3)	NSG 466	Community Health Practicum (1)
NSG 651	Leadership Development (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
<b>Fall Year One (9 Credits)</b>		<b>Spring Year Two (10 Credits)</b>	
NSG 650	Organizational Behavior in Health Care (3)	NSG 690	Epidemiology and Population Assessment (3)
NSG 655	Concepts of Nursing Administration (3)	NSG 678	Nurse Administrator Practicum I (4)
NSG 611	Research for the Advanced Health Professional (3)	NSG XXX	Graduate Level Elective (3)
<b>Summer Year Two (7 Credits)</b>			
NSG 692	Health Care Policy (3)		
NSG 679	Nurse Administrator Practicum II (4)		

**Clinical Nurse Leader Full-Time (38 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 Advanced Nursing (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	Educational Methodologies (3)	NSG 690	Epidemiology (3)
NSG 676	Practicum I (4)	NSG 677	Practicum II (4)

**Clinical Nurse Leader Part-Time (38 credits)**

<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 Advanced Nursing (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	Educational Methodologies (3)	NSG 690	Epidemiology (3)
NSG 676	Practicum I (4)	NSG 677	Practicum II (4)

**Clinical Nurse Leader Part-Time Bridge (38-49 credits)**

<b>Spring Year One (6 Credits)</b>		<b>Summer Year One (5 Credits)</b>	
NSG 461	Pathophysiology and Pharmacology (3)	NSG 469	Caring for the Public's Health Community Health (Didactic) (4)
NSG 464	Introduction to Nursing Research (3)	NSG 466	Community Health Practicum (1)
<b>Fall Year One (6 Credits)</b>		<b>Spring Year Two (6 Credits)</b>	
NSG 611	Research for the Advanced Health Professional (3)	NSG 655	Concepts of Nursing Administration (3)
NSG 651	Leadership Development (3)	NSG 692	Health Care Policy (3)
<b>Summer Year Two (6 Credits)</b>		<b>Fall Year Two (7 Credits)</b>	
NSG 612	Theoretical Foundations of Advanced Nursing (3)	NSG 678	Nurse Administrator Practicum I (4)
NSG 650	Organizational Behavior in Health Care (3)	NSG XXX	Graduate Level Elective (3)
<b>Spring Year Three (7 Credits)</b>			
NSG 690	Epidemiology and Population Assessment (3)		
NSG 679	Nurse Administrator Practicum II (4)		

**Clinical Nurse Leader Full-Time Bridge (38-49 credits)**

<b>Spring Year One (9 Credits)</b>		<b>Summer Year One (8 Credits)</b>	
NSG 461	Pathophysiology and Pharmacology (3)	NSG 469	Caring for the Public's Health Community Health (Didactic) (4)
NSG 464	Introduction to Nursing Research (3)	NSG 466	Community Health Practicum (1)
NSG 651	Leadership Development (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
<b>Fall Year One (9 Credits)</b>		<b>Spring Year Two (10 Credits)</b>	
NSG 650	Organizational Behavior in Health Care (3)	NSG 690	Epidemiology and Population Assessment (3)
NSG 655	Concepts of Nursing Administration (3)	NSG 678	Nurse Administrator Practicum I (4)
NSG 611	Research for the Advanced Health Professional (3)	NSG XXX	Graduate Level Elective (3)
<b>Summer Year Two (7 Credits)</b>			
NSG 692	Health Care Policy (3)		
NSG 679	Nurse Administrator Practicum II (4)		

**Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) –  
Full Time and Part Time Curriculum**

**Adult Gerontology Primary Care Nurse Practitioner: Full Time (46 credits)**

		Fall		Spring	
Year 1 24 credits	Course	Name		Course	Name
	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)
	NSG 634	Role of the APN (1)		NSG 612	Theoretical Foundations of Advanced Nursing (3)
Year 2 22 credits	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)

**Adult Gerontology Primary Care Nurse Practitioner: Part Time (46 credits)**

		Fall		Spring	
Year 1 15 credits	Course	Name		Course	Name
	NSG 611	Research for the Advanced Health Professional (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 Nursing (3)
Year 2 15 credits	Fall		Spring		
	NSG 520	Advanced Health Assessment (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 16 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)

**Family Nurse Practitioner (FNP) - Full Time and Part Time Curriculum**

**Family Nurse Practitioner: Full Time (49 credits)**

		Fall		Spring	
	Course	Name		Course	Name
<b>Year 1</b> <b>24</b> <b>credits</b>	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)
	NSG 634	Role of the APN (1)		NSG 612	Theoretical Foundations of Advanced Nursing (3)
		Fall		Spring	
<b>Year 2</b> <b>22</b> <b>credits</b>	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 (for FNP students only)				NSG 635	Family Centered Care Delivery (3)

**Family Nurse Practitioner: Part Time (49 credits)**

		Fall		Spring	
	Course	Name		Course	Name
<b>Year 1</b> <b>15</b> <b>credits</b>	NSG 611	Research for the Advanced Health Professional (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 Nursing (3)
		Fall		Spring	
<b>Year 2</b> <b>15</b> <b>credits</b>	NSG 520	Advanced Health Assessment (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)			
		Fall		Spring	
<b>Year 3</b> <b>16</b> <b>credits</b>	NSG 632	Coordinated Care of the Elderly (3)		NSG 673	Practicum III (5)
	NSG 672	Practicum II (5)		NSG 690	Epidemiology (3)
Summer (for FNP students only)				NSG 635	Family Centered Care Delivery (3)

**Nurse Midwifery-Full Time and Part Time Curriculum**

**Nurse Midwifery: JMU Core Full Time (22 Credits)**

<b>Fall Year One (10 credits)</b>		<b>Spring Year One (12 credits)</b>	
NSG 520	Advanced Health Assessment (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 690	Epidemiology and Population Assessment (3)
NSG 634	Role of the Advanced Practice Nurse (1)	NSG 692	Health Care Policy (3)

**Nurse Midwifery: JMU Core Part Time (22 Credits)**

<b>Fall Year One (6 credits)</b>		<b>Spring Year One (6 credits)</b>	
NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 690	Epidemiology and Population Assessment (3)
<b>Fall Year Two (4 credits)</b>		<b>Spring Year Two (6 credits)</b>	
NSG 520	Advanced Health Assessment (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
NSG 634	Role of the Advanced Practice Nurse (1)	NSG 692	Health Care Policy (3)

**Nurse Midwifery: Shenandoah University Specialty Courses (19 Credits)**

<b>First Semester</b>			
NM610	Primary Care of Women	3* 2(1)	SU
NM620	Comprehensive Antepartal Care	3* 2(1)	SU
Total for Semester		6	
<b>Second Semester</b>			
NM630	Midwifery Practicum	(3)	SU
NM640	Comprehensive Perinatal Care	3* 2(1)	SU, Clinical becomes competency-based due to intrapartum
Total for Semester		6	
<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

Total for Semester	7	
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\*Credit Hours in parentheses 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 concentration is offered in conjunction with Shenandoah University (SU). Students complete the first year of study (22 credits) 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.

**Psychiatric Mental Health Nurse Practitioner: JMU Core Full Time (22 Credits)**

Fall Year One (10 credits)		Spring Year One (12 credits)	
NSG 520	Advanced Health Assessment (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 690	Epidemiology and Population Assessment (3)
NSG 634	Role of the Advanced Practice Nurse (1)	NSG 692	Health Care Policy (3)

**Psychiatric Mental Health Nurse Practitioner: JMU Core Part Time (22 Credits)**

Fall Year One (6 credits)		Spring Year One (6 credits)	
NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 690	Epidemiology and Population Assessment (3)
Fall Year Two (4 credits)		Spring Year Two (6 credits)	
NSG 520	Advanced Health Assessment (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
NSG 634	Role of the Advanced Practice Nurse (1)	NSG 692	Health Care Policy (3)

**Psychiatric Mental Health Nurse Practitioner: Shenandoah University Courses (29 Credits)**

<b>First Semester Summer</b>			
NP 525	Behavioral Neuroscience: Independent Study	3	SU
NP 635	Foundations of Psychotherapy	3	SU
Total for Semester		6	
<b>Second Semester Fall</b>			
PMH 641	Management of Psychiatric Mental Health: Adult (Class)	2	SU
PMH 641	Management of Psychiatric Mental Health: Adult Practicum (120 clinical hours)	2	SU JMU site
PMH 680	Management of Psychiatric Mental Health: Child & Adolescent (Class)	2	
PMH 680	Management of Psychiatric Mental Health: Child & Adolescent (120 clinical hours)	2	
Total for Semester		8	
<b>Third Semester Spring</b>			
HP 576	Substance & Relationship Abuse	3	SU
PMH 660	Management of Complex Mental Health Across the Lifespan (Class)	2	SU JMU site
PMH 660	Management of Complex Mental Health Across the Lifespan Practicum (120 clinical hours)	2	SU
HP 685	Management of Psychiatric Mental Health: Geriatric	2	SU
Total for Semester		9	
*Credit Hours in parenthesis are clinical credit hours			
<b>Fourth Semester Summer</b>			
NP 690	Advanced Nurse Practitioner Role Development	2	SU
PMH 695	Advanced Psychiatric Mental Health Practicum (240 clinical hours)	4	SU JMU site
Total for Semester		6	
Total SU credit hours		29	
Total JMU hours		22	
Total Program Credit Hours		51	

Competency is determined by the clinical and didactic faculty using a clinical evaluation tool based on ANCC Core Competencies for Psychiatric Mental Health Nurse Practitioner Practice. A more detailed explanation of the curriculum is available on [www.shenandoahgraduatenuersing.com](http://www.shenandoahgraduatenuersing.com) \*Credit Hours in parenthesis are clinical credit hour



**MSN Bridge Curriculum (NMW and NP Concentrations)**

		Course	Name	Credits
<b>Year 1 11 credits</b>  Then, complete MSN concentration  - Full Time or Part Time Curriculum	Spring	NSG 461	Pathophysiology and Pharmacology	3
		NSG 464	Introduction Nursing Research	3
	Summer	NSG 469	Caring for the Public's Health Community Health	4
		NSG 466	Community Health Practicum	1

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

Year	Course #	Course Name	Credits
<b>Spring Year 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 Year 1</b>	NSG 711	Analytical Methods	3
	NSG 713	Evidence Based Practice: Clinical Prevention and Population Health	3
	NSG 771	Advanced Practicum I	1-5 *
		Total	7-11
<b>Spring Year 2</b>	NSG 712	Issues and Methods of Translational Inquiry	3
	NSG 650	Organizational Behavior	3
	NSG 772	Advanced Practicum II	1-5 *
		Total	7-11
<b>Fall Year 2</b>		Focused Cognate	3
	NSG 773	Advanced Practicum III	1-5 *
	NSG 799	DNP Project	1
	NSG 800	Scholarly Writing and Presentations	3
		Total	8-12
		Program Total	31-46

\* 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 but must complete at least 9 credits in DNP practicum courses. The total number of credits for the DNP program varies by individual and depends on transfer credits and the number of clinical hours needed to obtain 1000 hours.

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

<b>Year</b>	<b>Course #</b>	<b>Course Name</b>	<b>Credits</b>
<b>Spring Year 1</b>	NSG 690	Epidemiology and Population Health	3
	NSG 692	Health Policy	3
		Total	6
<b>Fall Year 1</b>	NSG 711	Analytical Methods	3
	NSG 713	Evidence Based Practice: Clinical Prevention and Population Health	3
		Total	6
<b>Spring Year 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 Year 2</b>	NSG 650	Organizational Behavior	3
	NSG 771	Advanced Practicum I	1-5 *
		Total	4-8
<b>Spring Year 3</b>		Focused Cognate	3
	NSG 772	Advanced Practicum II	1-5 *
		Total	4-8
<b>Fall Year 3</b>	NSG 773	Advanced Practicum III	1-5 *
	NSG 799	DNP Project	1
	NSG 800	Scholarly Writing and Presentations	3
		Total	5- 9
		Program Total	31-46

\* 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 but must complete at least 9 credits in DNP practicum courses. The total number of credits for the DNP program varies by individual and depends on transfer credits and the number of clinical hours needed to obtain 1000 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.

NSG 531 International Health 4 credits

This course provides the opportunity for nursing and other health-related students to learn about and participate in an international healthcare system. Opportunities are provided for classroom instruction, precepted experiences in varied health care settings, and interaction with peer students. The region's culture, history and health care will be explored. Healthcare will be experienced through interaction with the people and students of the area.

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

This course will provide a foundation for the examination of components of the nursing research process. Integrative review methodologies and evidence-based practice models will be emphasized. Skills needed to build and assimilate knowledge for improving practice outcomes will be highlighted.

NSG 612. Theoretical Foundations of Advanced 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 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 advanced health assessment and pathophysiology. Emphasis is placed

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on formulating diagnoses and plans of care that encompass client, family and coordinated systems of care. *Prerequisite: NSG 520, NSG 521. Corequisite: NSG 520, NSG 521.*

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

This course focuses on the evaluations, management and coordination of care for adolescent and adult clients with 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. *Prerequisite: NSG 520, NSG 521; Corequisite: 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. *Prerequisite: NSG 520, NSG 521 and NSG 522. Corequisite: 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 advanced 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 and 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, and NSG 522.*

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.

In this online course students will learn to use educational principles, strategies, and technologies to provide evidence-based teaching to patients and the inter-professional health care team.

Teaching and learning to improve health care quality and safety will be emphasized.

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. *Corequisite: NSG 650 and NSG 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.

*Prerequisite: NSG 520, NSG 521 and NSG 630. Corequisite: NSG 522*

NSG 672. Practicum II. 5 credits.

Emphasis is 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 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 patient population. Clinical competencies will be emphasized to prepare the student for nurse practitioner certification.

*Prerequisite: 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. *Prerequisite: NSG 650 and NSG 651.*

*Corequisite: NSG 653.*

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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 and 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. *Prerequisite: NSG 650 AND 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. *Prerequisite: NSG 650 AND 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. *Prerequisite: Approval of Graduate Program Director*

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 policy-making 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. Corequisite: For FNP students: NSG 635.*

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NSG 711: Analytical 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. 1-5 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 apply findings in the provision of client and population focused interventions.

NSG 772: Advanced Practicum II. 1-5 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. Practicum II has a health systems emphasis. Within the advanced practice role, students examine and analyze systems of care and the implications for client and population-focused care.

NSG 773: Advanced Practicum III. 1-5 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 project is completed.

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NSG 799: DNP Project. 1 credit

This course provides the opportunity for completion of a scholarly clinical project in an area of interest as directed by a faculty mentor. Repeatable up to three times.

NSG 800: Scholarly Writing and Presentations. 3 credits

The course prepares the student for scholarly writing. It emphasizes key elements of scholarly writing, authorship principles and identification of ethical considerations.

The Nurse-Midwifery and Psychiatric Mental Health Nurse Practitioner courses can be found in the Shenandoah University catalog at <http://catalog.su.edu/index.php?catoid=8>.

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

All applicants to individual graduate programs at JMU must first satisfy the general application requirements of The Graduate School (TGS). Information regarding application due dates for the MSN nurse practitioner concentration can be found on the SON website. For MSN leadership concentration and DNP programs, applications are accepted on a rolling basis.

Applicants are admitted to TGS under three classifications: unconditional, conditional or provisional admission. Please see TGS Catalog for the policy on Unconditional, Conditional, and Provisional Admission status. It is the student responsibility to keep your adviser updated every semester on your admission status. The student must have unconditional status the semester prior to graduation.

The requirements for advancement to unconditional status are specified in each applicant's provisional admission letter. It is the student's responsibility to notify his or her Adviser when the conditions of acceptance have been met. The Adviser or Associate Director of Graduate Programs then contacts TGS indicating the change of status.

#### **Admission Policies**

Applicants are admitted to the University and TGS 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 available online through TGS website. Admission requirements are located on the TGS website at <http://www.jmu.edu/grad/> and the JMU Nursing Website at [www.nursing.jmu.edu](http://www.nursing.jmu.edu).



## **Section IV: Advising**

Information about admission requirements and registration is available on the TGS and SON websites. The Graduate School (TGS) Catalog contains official policies and regulations about student conduct, admission, fees, refund policies, advising, policies and procedures for graduation, thesis, research, and DNP projects, grading policies, and graduation requirements. You may access The Graduate School (TGS) Catalog online. Specific graduate nursing policies have been written regarding Academic & Progression Policies in this SON Graduate Nursing Handbook.

### **Advising Requirements**

Each student is assigned a faculty adviser upon admission into the graduate nursing program. It is the student's responsibility to seek academic advisement initially upon admission, annually, and with any changes. 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 advisers is available on the SON website. Signed plan of study forms are copied to the student file.

Changes in concentration (e.g. from the family nurse practitioner to the clinical nurse leader program) must be requested following the Change of Concentration Policy found in this Nursing Graduate Student Handbook. Changes from full-time to part-time status must be made in writing to TGS and the Associate Director of Graduate Programs. Any change in coursework must be approved in advance of course completion by assigned faculty adviser.

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

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

1. Meet with the assigned faculty adviser in the nursing program to complete and sign the Plan of Study form.
2. Complete requirements of provisional or conditional admission, if applicable.
3. Complete all courses and other requirements for the degree six years of admission.
4. 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.
5. Complete the portfolio by published deadline for the MSN program. For DNP students, complete the DNP project requirements and all program deliverable requirements by published deadline (see DNP Project Toolkit).
6. 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. See TGS website for Graduation Application deadlines.

### **Schedule of Classes**

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

### **Academic Credit Loads**

Graduate students must take 9 or more credit hours to be considered full time. Nurse Practitioner track students are expected to maintain a minimum academic credit load of 5 credits per semester throughout the program. This policy excludes summer sessions. Students unable to maintain a minimum of 5 credit hours must submit a letter to the SON Associate Director of Graduate Programs. This request will be reviewed by the Graduate Admission and Progression Committee, who will make a confidential recommendation to the Associate Director of Graduate Programs. The Associate Director of Graduate Programs will make the final decision to grant or deny the request.

### **Registration Procedure**

Students register on-line each semester after they are accepted for admission. Continuous enrollment must be maintained. If a student needs to be on leave for a semester for personal reasons, they must notify the Associate Director of Graduate Programs, TGS, and enroll in a 1-credit course, GRAD 597, at a reduced tuition fee in order to stay in the graduate program. See the JMU Graduate School Catalog for details.

### **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 co-requisite courses. These requirements are noted in the graduate school catalog along with course descriptions. In some situations, an exception may be considered if requested in writing to the SON Associate Director of Graduate Programs.

### **Adding/Dropping Classes**

Please see the JMU Registrar's website.

### **Transfer Credit**

Per TGS policy, all credits 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 is located online and must be submitted and approval granted. For full description of eligibility for transfer credit, please see the Graduate School Catalog.

### **Accommodations**

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandates reasonable accommodations be provided for students with documented disabilities. If you require accommodations and have not already done so, please register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities at <http://www.jmu.edu/ods/contact/>

If you have a disability and require instructional and/or examination accommodations, please contact the course instructor early in the semester to facilitate provision of such accommodations.

## **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, TGS, CHBS, and the SON. The following rules and regulations are either programmatic additions to other university and school policies or applications of university policies to the program. Students are referred to the JMU Graduate School 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. A graduate student will receive a notice of academic warning upon receiving a grade of "C" in any two graduate courses or if the student's grade point average falls below 3.0. A student will be dismissed from the degree program if the student receives an "F" or "U" in any graduate course or the student receives a total of three "C" grades.

Unsatisfactory progress is subject to regulations put forth in the Graduate School catalog. However, it is important to note that the SON 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, adviser, and Associate Director of Graduate Programs. Students dismissed from the program who want to return to the university must re-apply to the program according to TGS policies.

### **Progression Policies**

Students who receive a grade of less than a B- in a course requiring a “B-” as a minimum grade must seek SON 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 Associate Director of Graduate Programs and Academic Unit Head, and will be referred to the Dean of TGS for final action.

### **Graduate Practicum Probation**

In practicum 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 practicum 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 Graduate Practicum Probation form is used to document student practicum performance behaviors leading to probation. The faculty member will consult with the program coordinator, student's advisor and student to develop a contract that delineates the criteria and time frame for student improvement. Probation will be effective during the course in which probation is initiated. The student must meet contract goals and all practicum objectives prior to completing the course with a passing grade. The probationary period ends when the student receives a passing grade in the course. Probation in a subsequent practicum course will result in dismissal from the graduate program. A copy of the probationary action will be placed in the student's academic file.

### **Grading Policy**

The grading policy is consistent with that of the university. The SON 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 SON:

A	93.00-100.00
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	0.00-69.99

### **Policy on Incomplete Grades in Required Nursing Courses**

- **Incomplete grades:** ***NOTE – The SON 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 Associate Director of Graduate Programs and/or AUH:
  - 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 adviser or an appointed ad hoc committee (adviser and 2 additional faculty) will meet with the student to develop a plan for resolution and remediation. The adviser will provide guidance for student achievement of academic requirements. The purposes of the meeting are:

- 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 Associate Director of Graduate Programs and the AUH. The decision is forwarded to the Dean of the Graduate School 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 Associate Director of Graduate Programs. The timing and required level of success for remediation exercises is determined by the faculty and approved by the AUH.

Note: Practicum courses are of the utmost importance. No remediation will be offered for failure to attain at least a “B-” in the DNP Practicum Courses (NSG 771, 772, 733), Nurse Practitioner Practicum Courses or the Nurse Leader Practicum 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.

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

Changes in concentration from one role specialty (concentration) 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. 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. Only requests from students who are in good academic standing (GPA >3.0, not currently on probation with in TGS) will be considered.

Process for Change of Concentration Requests:

1. Complete the MSN Change of Concentration form found in the appendix of this Graduate Nursing Handbook and send to the Associate Director of Graduate Programs.
2. Upon notification of eligibility by the Associate Director of Graduate Programs, the student will submit an essay specifically addressing future career goals related to the requested concentration and 2 letters of recommendation for the requested concentration/role to the graduate administrative assistant.
3. When all materials (essay and 2 letters of recommendation) are submitted, these will be given to the chair of the Graduate Admissions and Progression Committee (GAPC). If the concentration has admission dates, the materials will be reviewed with the next pool of applicants. If the concentration has rolling admissions, a decision will be made within 4 weeks of completed required application materials.
4. The GAPC chairperson will communicate the committee recommendation to the Associate Director of Graduate Programs.
5. The Associate Director of Graduate Programs will make the final decision to grant or deny the request.

Note: An interview may be requested by the Associate Director of Graduate Programs and/or the GAPC.

### **Academic Grade Review, Complaints, and Grievance Procedures**

The SON operates within university policies for grade review and complaints relative to grade appeal, sexual harassment, or discrimination. These policies can be found in TGS Catalog and website at <http://catalog.jmu.edu/content.php?catoid=13&navoid=425>.

### **Withdrawal from a Course**

The SON follows the withdrawal policy found in the Graduate School Catalog. See Policy in TGS Catalog.

### **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 School Catalog available on TGS website.

### **Readmission Policy**

Students are required to review the SON'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 Associate Director of Graduate Programs 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 Associate Director of Graduate Programs 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:

1. Complete requirements of provisional or conditional admission, if applicable.
2. Complete all courses and other requirements for the degree six years of admission.
3. 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 this handbook.
4. Complete the Comprehensive Assessment (ePortfolio) by published deadline for the MSN program. For DNP students, complete the DNP project requirements and all program deliverable requirements by published deadline.
5. 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. See TGS website for Graduation Application deadlines.

### **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.

### **MSN Graduate Nursing Comprehensive Assessment**

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 ePortfolio serves as the final assessment. A grade of 80% must be achieved on each ePortfolio submission to progress in the program. An ePortfolio is a collection of materials that is compiled to document professional experiences and competencies in an electronic format. It represents the student's assessment of her/his progress toward achieving specific goals. Items are added to the ePortfolio in an ongoing process to show mastery of the graduate program outcomes and specialty competencies as designated by professional organizations.

The ePortfolio will be initiated during one of the designated courses listed below and will be maintained throughout the program. Specific guidelines for the electronic Portfolio are available on Canvas in the courses requiring an ePortfolio submission. Please refer to these instructions.

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

NSG 651 (Leadership Development)

NSG 634 (Nurse Practitioner)

NSG 671: Practicum I

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

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

The ePortfolio 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 ePortfolio 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 Associate Director of Graduate Programs will identify a second reader. **NOTE: In the final semester of study, the ePortfolio is due November 1<sup>st</sup> for December graduates and March 1<sup>st</sup> for spring and summer graduates.**

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 ePortfolio will be evaluated and will comprise a percentage of each course grade (see table below). 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. Students must achieve a grade of 80% for all



submissions. Students who do not receive a grade of at least 80% will be given one opportunity to resubmit within **one week** of receiving feedback. If a grade of <80% is earned on the second submission, the student will not progress in the program. Feedback from each course will be documented and must be included in the ePortfolio with each review. When the ePortfolio score is less than 80%, the highest grade that can be earned in the course is a C.

Clinical Nurse Leader (CNL)		Nurse Administrator (NA)		Nurse Practitioner (NP)	
Course	% of final grade	Course	% of final grade	Course	% of final grade
NSG 651	5	NSG 651	5	NSG 634	5
NSG 676	5	NSG 678	5	NSG 671	5
NSG 677	10	NSG 679	10	NSG 672	5
				NSG 673	10

### **DNP Comprehensive Assessment: DNP PROJECT**

The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student’s work and lays the groundwork for future scholarship. The DNP project is a tangible and deliverable academic product that is derived from practice and is reviewed and evaluated by an academic DNP Project Team.

This substantive project should make a significant evidence-based contribution to existing nursing knowledge. The DNP Project may take on many forms but will be unique to the student’s area of specialization and designed by the student in collaboration with their DNP Project Team members. The DNP Project Team will support innovation in the design and dissemination of the final Project to reflect the changing healthcare environment. The project is an opportunity to demonstrate an analytical approach to programmatic, administrative, policy or practice issues in a format that supports the synthesis, transfer and utilization of knowledge.

The elements of the DNP Project should include planning, implementation, and evaluation components.

All DNP Projects should:

- a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b. Have a systems (micro-, meso-, or macro-level) or population/aggregate focus.
- c. Demonstrate implementation in the appropriate arena or area of practice.
- d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- e. Include an evaluation of processes and/or outcomes (formative or summative).

DNP projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is important in guiding practice as statistical significance is in evaluating research.

- f. Provide a foundation for future practice scholarship.

(AACN White Paper, August 2015).

Revised July, 2018

A systematic approach is used in developing and completing the project. Ideally, students should be using the DNP coursework to develop expertise in an area of practice that will lead to and inform the DNP project. Lastly, project findings or primary deliverables are disseminated professionally and publically.

Project guidelines are available on Canvas in the courses requiring a Project submission.

## **Section VI: Practicum and Laboratory Policies and Procedures**

### **Required Practicum Documentation for All Programs**

Clinical agencies require the SON 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 SON 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.

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 (CBC), 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.

**DUE DATES** for required practicum documentation:

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

**Initial Requirements:**

**myRecordTracker (TrueScreen)** (immunization & required forms)

**myApplicationStation** (drug testing & criminal background check)

*You will upload all clinical documentation requirements to this.*

<b>Varicella</b> (2 Vaccines OR Titer) One of the following is required: 2 vaccinations OR positive antibody titer (lab report required).
<b>Hepatitis B</b> (Series in process OR Titer OR Declination) One of the following is required: 3 vaccinations OR positive antibody titer (lab report required) OR declination waiver.
<b>MMR</b> (2 Vaccines OR 3 Titers) One of the following is required: 2 vaccinations OR positive antibody titer for all 3 components (lab report required.)
<b>TDAP Vaccine</b> Documentation of a Tdap booster within the past 10 years. The renewal date will be set for 10 years from the administered date of the booster.
<b>Influenza</b> One of the following is required: documentation of a flu shot administered during the current flu season. The <b>renewal date will be set for October 31<sup>st</sup></b> and renewed annually. ( <i>Declination available on Immunization Tracker. If a declination waiver is uploaded, students will be required to wear a mask to all clinical locations for the entire period they are there. Please note some agencies will not allow students with a declination waiver.</i> )
<b>TB</b> (2 Step OR Chest X-ray OR Blood Test) One of the following is required: 2 TB Skin tests (EACH test placed 1-3 weeks apart) OR QuantiFERON Gold Blood Test OR if positive results, provide a clear Chest X-ray.
<b>TB Questionnaire</b>
<b>CPR certification</b> Must be the American Heart Association Healthcare Provider course for CPR AED for adult, infant & child. <u>You must upload so that the front and back of the CPR card is showing and the card is signed.</u>
<b>Graduate Student Information:</b> Please download, print and complete the one-page Graduate Student Information form and upload to the requirement.
<b>Graduate Handbook Agreement</b>
<b>HIPAA &amp; Standard Precautions Training:</b> Please upload a screenshot of the document generated after you view the video and take the HIPAA Training Exam in Canvas (in the Graduate Certified Back Ground Check (CBC) Quizzes Course).
<b>RN License:</b> Upload a copy of your current RN License or verification of licensure through the state website.
<b>Personal Health Insurance:</b> 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.
<b>10 Panel Drug Screen and Criminal Background Check</b> (ordered from myApplicationStation)

**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-AHA BLS required</b>
<b>Influenza vaccine – due by October 31st each year</b>

**Additional Immunization Requirement Information:**

**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.**

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

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

**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. **Students are responsible for healthcare costs associated with any injuries sustained in the clinical setting.**

**LABORATORY GUIDELINES**

**Laboratory Safety and Procedures**

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.

**General Guidelines**

- 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 oriented to all lab spaces and their contents (manikins, procedural equipment, supplies, etc.) on a course specific basis. The onsite laboratory environment should be considered an extension of the offsite clinical environment.

- All labs are locked unless occupied by faculty and/or students during class or practice.
- Students are expected to come prepared to all lab experiences by having read the scheduled lab objectives and assignments prior to the start of the lab period, paying particular attention to skills or simulation based experiences (SBE's) that have the potential for harm to self or others.
- 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.
- Students should be knowledgeable of the care, handling, and proper use of equipment prior to using it in the laboratory.
- 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.

## **Laboratory Safety**

### Infection Control

- All students shall practice proper hand washing techniques within the laboratory settings.
- Standard precautions should be followed at all times when there is an exposure, potential exposure, or simulated exposure to blood or bodily fluids.
- 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.
- Students shall refrain from sitting on "patient" beds or placing personal items in patient care areas.
- 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.

### Physical Space

- The lab is a learning environment and student behavior should remain professional at all times.
- Patient care supplies and equipment are located in various cabinets and storage units within the lab environment. Course faculty and the simulation team will ensure students are oriented to the lab environment prior to use.
- Keep the work spaces, floors, beds and desk areas clean and free of clutter. Acknowledge patient safety goals while using the space.
- Laboratory doorways must be accessible at all times. Furniture should not be placed to obstruct the entries/exits.
- The lab will not be used as a health center for ill students, staff, or faculty.
- 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.

### Medications and Fluids

- 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. In some instances, an ampule opening device will be provided.
  - Placebos (candy pieces, commercially prepared PRACTI-med and water) will be used for simulation of oral/topical medications. Medicine bottles and vials are labeled for use when simulating preparation of an actual medication order. At no time will actual medications be available for student use during simulation.
  - 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. Simulated fluids should NEVER be used on living individuals.
- Bottles, containers, or fluids mixed in the lab will be labeled for simulation purposes only in order to create realistic clinical situation. The actual contents of the base solution may be obscured by simulated medication labels.

### Needle Safety

- Students should handle needles and other sharps with extreme care.
- 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.
- Needles for laboratory injection practice are to be used only when faculty, staff, lab assistants, or graduate assistants are present.
- Students are to practice injections only on the manikins or task trainers provided in the skills and/or simulation lab.
- Students should never recap needles or leave uncapped needles where a potential needle stick could occur.
- All needles used in the laboratory setting possess a safety device. Students shall engage safety devices every time a needle is used. The following outlines the procedure for a needle stick injury:
  - If a student experiences a needle stick in the lab setting (skills or simulation), thoroughly wash the site with soap and water and report the injury to the course faculty present in the lab or a simulation team member. Basic first aid can then be provided by faculty or a simulation team member.
  - The Lab Director will complete a "Lab Incident Report" and ascertain if further action is needed.
- Students are strictly prohibited from injections and/or IV starts on faculty, peers, or other individuals in all laboratory settings.

### Electrical Safety

- Wet materials may not be used around electrical outlets or equipment.
- 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 Manager.
- No electrical cords will be left in the pathway of walking traffic.
- Electric hospital beds in the labs will be inspected as needed for repairs.
- Electric beds shall be maintained in the lowest position when not actively in use.
- Only three-prong plugs that contain a ground wire should be used to power equipment in the skills labs.

### Ergonomics

- Students will be instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting, and transferring skills.
- Students should use caution when practicing lifting skills and should not lift equipment, manikins, and/or people who are too heavy without assistance.
- 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 Director.
- The wheels of all equipment (e.g. beds, wheelchairs, stretchers) are to be locked during practice and return demonstration.

### Latex Allergies

- If students, faculty, or staff are allergic to products containing latex, they are to notify the Lab Manager who will make appropriate accommodations to minimize the risk of an allergic reaction.
- Students, faculty and staff with severe latex reactions should inform the course faculty present in the lab of the location of emergency medications in the event of a disabling reaction.
- Manikins used in the laboratory setting contain latex components necessary for operation. External skins are latex-free.
- The Lab Director and staff make every effort to ensure consumable supplies are latex-free, however some supplies may still contain latex elements.

### **Reporting of an Injury**

Any incident occurring in the laboratories must be reported immediately to a faculty member or the Lab Director.

In the event of a physical injury or hazardous exposure, a Laboratory Incident Report form must be completed and submitted to the Lab Director.

#### Protocol for a physical injury/hazardous exposure

- Immediately report the incident to the Lab Director (primary contact) and/or faculty.
- Medical consultation, evaluation and any treatment deemed appropriate will be available locally through the Campus Health Center or from Sentara Rockingham Memorial Hospital.
- 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.

#### **Cleaning and Maintenance of the Laboratory and Equipment**

- It is the responsibility of all those who use the lab to maintain a clean work space and leave the lab neat and orderly. Supplies will be replenished by lab personnel according to an inventory management schedule.
- Floors, counters, and furniture will be cleaned by lab and housekeeping personnel at the end of each semester and more frequently if needed. 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.

#### **Sharps and Biohazard Waste Disposal**

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

#### **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.

#### **Simulation Lab Guidelines**

Utilization of the simulation labs is a critical component to the JMU School of Nursing curriculum. Students are expected to provide patient care to the simulators as if they are practicing in a clinical setting providing care for real patients. Adherence to the following guidelines will ensure a safe, effective, and rewarding simulation based experience (SBE) for all students.



1. Do your homework – All SBE's require the student to engage in learning activities related to the particular scenario in which they will participate. It is the student's responsibility to complete these activities prior to their designated simulation time. Failure to complete the assigned learning activities will result in an "unsatisfactory" rating for the clinical experience.
2. Arrive on time – SBE's are scheduled in advance and must be conducted according to a defined schedule. As such, make sure you allow yourself plenty of time to arrive, review your preparatory information (objectives), and prepare for your scenario. The simulation pre-brief will occur at the designated start time for your experience. Valuable scenario information is provided during the pre-brief; any tardiness can count the same as a late arrival to clinical.
3. Dress appropriately – Your course instructor will review the specific dress code for your SBE, but generally speaking no street clothes are allowed in the Simulation Lab. You should be dressed in clinical attire, as you would for clinical experiences, and be neat and tidy in your appearance before entering the room. Students who do not meet these expectations may be disallowed from participating in the scenario and are subject to receiving non-satisfactory participation grades.
4. Act professionally - You are expected to exhibit professional behavior at all times when you are participating in SBE's. The human patient simulators are to be cared for as if they are live patients and your interaction with them as well as any role players should always be professional. The expectation for professionalism extends to the debriefing room as well. Students may be unattended during SBE's for the purposes of evaluation. Students should conduct themselves in respectful manner and have mutual regard for their peers engaged in the simulation scenario.
5. Reflection- All students who participate in SBE's will complete a clinical simulation evaluation survey. The information gathered on this survey helps improve the quality of your simulation experience. We ask that you take this survey seriously and give open and honest responses.
6. Keep it confidential – SBE's are a vital part of the learning process. While it is encouraged for you to discuss the scenario in the post-simulation debriefing session, you are prohibited from discussing it with anyone outside of debriefing. If it is determined that a breach of confidentiality has occurred, you may be subject to an Honor Code violation that could result in serious consequences. Remember – what happens in the Sim Lab, stays in the Sim Lab! Part of your required clinical documentation includes signing a Confidentiality and Code of Conduct agreement. This document applies to all SBE's you engage in throughout the JMU Nursing Program.
7. Prohibited items - Please refrain from gum chewing and use pencils only while in the Simulation lab. Stains from ink pens, whether from the pens themselves or from ink stained hands can permanently discolor the simulators.
8. No reproductions – The use of audiovisual recording equipment, including but not limited to cellular phones, tablets, laptops, cameras and tape recorders is strictly prohibited unless prior approval has been obtained.
9. Student responsibilities – If you discover an issue with any lab related item (simulators, equipment, supplies, etc.) please inform your instructor so any issues can be resolved in a timely fashion.

### **Lab Safety Training Confirmation**

Lab safety is vital to successful laboratory experiences. CHBS and the School of Nursing wants to ensure all students interact with the laboratory environment safely. As such, CHBS encourages all students to view the CHBS Lab/Facility Safety Plan via the following web link:

<http://chbs.jmu.edu/labs.html>

At the beginning of each semester students enrolled in nursing laboratory courses or courses where SBE's occur, will need to acknowledge they have received safety training specific to the laboratory environments they will interact with. Safety training may occur via a link to a training video or in person prior to interacting with the laboratory environment.

### **Simulation Lab Program Code of Conduct and Confidentiality Agreement**

At the beginning of the first semester in the nursing program, students must complete a Simulation Lab Program Code of Conduct and Confidentiality Agreement and upload it to their TrueScreen profile. Students are bound by this agreement for the duration of their enrollment and attendance in nursing courses.

### **Blood-Borne Pathogens**

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 lab 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 manikin-based task trainers 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 lab the disposal of sharps containers is the responsibility of the lab team.
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.

- 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 program director. Documentation of the exposure incident is to be submitted within 24 hours to the BSN program director 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 complete online training at admission to the program and prior to beginning laboratory and clinical experiences. Students must pass a test at the completion of the online learning module as an admission requirement. 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, Ebola Virus Disease, 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. 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.

### **NP Practicum Selection Guidelines**

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.

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 concentrations at JMU are primary care including Family Nurse Practitioner and Adult Gerontology Primary Care Nurse Practitioner. Both the Psychiatric Mental Health Nurse Practitioner and Nurse Midwifery tracks include core graduate courses at JMU, with specialty and practicum courses at Shenandoah University (see SU's website for practicum course requirements).

The following are guidelines for JMU NP based 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.**Practicum

#### **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 practicum and residency experiences.

<b>Faculty/SON Responsibilities</b>	<b>Student Responsibilities</b>	<b>Preceptor Responsibilities</b>
<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>

**Responsibilities to Practicum Sites**

The SON 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 SON 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. Oscopes and ophthalmoscopes are available to be signed out from the JMU Nursing Lab if not available at the practicum site.

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

### **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 SON 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 TrueScreen. 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, school 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 SON 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.

***In addition to sanctions by the SON, 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 Office of Student Accountability and Restorative Practices (OSARP). To see Student Standards of Conduct, please visit the Student Handbook – Student Accountability and Restorative Practices-Standards and Policies section online.***

### **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. CANVAS is the course management system used in the SON, 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 SON website 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. Student/Nursing Groups

There are several opportunities for students to become involved in activities through membership in a professional organization. Within the SON, 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.

Revised July, 2018

**Virginia Association of Doctors of Nursing Practice:** The mission of the Virginia Association of Doctors of Nursing Practice is to connect, coordinate, and unite DNP providers and executives in Virginia thereby increasing visibility and optimizing their overall impact to improve healthcare and healthcare outcomes of the population.

**Doctors of Nursing Practice:** The mission of Doctors of Nursing Practice, Inc. is to improve health care outcomes by promoting and enhancing the doctoral prepared nursing professional. The organization is dedicated to:

- Providing accurate and timely information
- Supporting, developing and disseminating professional practice innovation
- Collaborating in a professional manner that demonstrates universal respect for others, honesty and integrity in communications and,
- Responding with open discussions and dialogues that promote the evolution of advanced nursing practice and the growth of the DNP degree.

## Section IX: 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: <http://www.jmu.edu/grad/current-students/orientation/index.shtml> or the specific web addresses for more information.

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

Card Services <https://www.jmu.edu/cardctr/>

Career and Academic Planning [www.jmu.edu/cap/](http://www.jmu.edu/cap/)

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

Counseling Center <https://www.jmu.edu/counselingctr/about/index.shtml>

Dining Services [jmu.campusdish.com](http://jmu.campusdish.com)

Disability Services <https://www.jmu.edu/ods/>

Financial Aid/University Business Office <http://www.jmu.edu/financialaid/>

Graduate Student Association [www.jmu.edu/grad/graduate-student-life/gsa.shtml](http://www.jmu.edu/grad/graduate-student-life/gsa.shtml)

Mail Services <http://www.jmu.edu/mailservices/>

Office of Equal Opportunity [www.jmu.edu/oeo/](http://www.jmu.edu/oeo/)

Office of Student Accountability & Restorative Practices <http://www.jmu.edu/osarp/>

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Parking Services <https://www.jmu.edu/parking/>

Print Services [www.jmu.edu/printservices/](http://www.jmu.edu/printservices/)

Public Safety & Police <https://www.jmu.edu/publicsafety/index.shtml>

Student Handbook <http://www.jmu.edu/osarp/handbook/index.shtml>

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

University Centers and Institutes <http://www.jmu.edu/academics/centers-and-institutes.shtml>

Student Organizations <https://info.jmu.edu/studentactivities/student-organizations/>

University Health Center <https://www.jmu.edu/healthcenter/>

University Recreation <https://www.jmu.edu/recreation/>

University Writing Center [www.jmu.edu/uwc/](http://www.jmu.edu/uwc/)

### **JMU Services/Libraries**

The HelpDesk

Phone: (540) 568-3555

Website: <http://www.jmu.edu/computing/helpdesk/>

Libraries (Carrier and Rose Libraries)

Phone: (540) 568-6150

Email: [askthelibrary@jmu.edu](mailto:askthelibrary@jmu.edu)

Website: <https://www.lib.jmu.edu/>

Music Library

Phone: (540) 568-6041

Email: [library-music@jmu.edu](mailto:library-music@jmu.edu)

Website: <https://www.lib.jmu.edu/music/>

Innovation Services

Phone: (540) 568-7061

Email: [innovation@jmu.edu](mailto:innovation@jmu.edu)

Website: [https://cit.jmu.edu/about\\_cit/](https://cit.jmu.edu/about_cit/)

Center for Instructional Technology/LET Support

Phone: (540) 568-5312

Email: [letsupport@jmu.edu](mailto:letsupport@jmu.edu)

Website: <http://sites.jmu.edu/citsupport/>

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Online and Distance Learning

Email: [onlinelearning@jmu.edu](mailto:onlinelearning@jmu.edu)

Website: <http://www.jmu.edu/online/>

Computing

Website: <http://www.jmu.edu/computing/>

Campus Network

Website: <http://www.jmu.edu/computing/network/>

## **Nursing Laboratories and Computer Resources**

**Health Assessment Laboratory-** features 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 access to a simulated home environment lab, as well as a standardized patient (SP) suite set up to replicate a primary care practice setting. The SP suite allows students to practice communication and interviewing skills and to conduct and record role-play interviews. All labs feature an integrated audiovisual system that allows student performance to be recorded and used for instructional purposes. The skills lab contains workstations with computers at each bedside and with web-based capability to facilitate computer-assisted instruction and independent mastery of skills.

**Graduate Lounge-**It is a limited access room that is available only to graduate students. It is housed in HBS 4097. A lactation room is also available for student use. Students should contact the program administrative assistant to request access.

**Computer Services-**The JMU campus offers extensive computing resources for students and faculty. The Student Success Center and the Health and Behavioral Studies building have computer kiosks on various floors for student access. 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 SON's computers share a common network drive and are internet-enabled. A series of integrated information systems allows 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 provides assistance with computer labs, individual computers, central systems (MyMadison, email, etc.), wireless connectivity, remote access and other Information Technology services. The JMU IT Help Desk is the first point of contact for Information Technology computing questions/issues. For more information, please see the "New to the University Student Quick Start" site <http://www.jmu.edu/computing/quick/student.shtml>.



**Library Services-**JMU Libraries serve your research needs, whether via physical or virtual means. Rose Library is a 5-story, 100,000+ square foot facility housing the science and technology collections (including the entire nursing collection). Additionally, there are several group study rooms, technology-enhanced classrooms, a 24-hour computer lab and study space, and a café in the library. Classrooms are opened for quiet study during evening and weekend hours. The Center for Faculty Innovation is in Rose Library, providing faculty support and continuing education opportunities around instruction and scholarship. Carrier Library is a 3-story, 75,000+ square foot facility that houses the arts, humanities, and social sciences collections (including psychology, health policy, and social work collections). Due to proximity to the SON, nursing course reserves are housed here for easy access and studying between classes. Carrier contains several group study rooms, technology-enhanced classrooms, a computer lab, and a café. Classrooms are opened for quiet study during evening and weekend hours.

Both libraries contain public use computers and provide wireless access throughout the building. There are spaces for students to work with anatomical models. There are also dedicated spaces for students to explore new technologies, such as 3D printing, virtual reality, media editing, and more. 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.

**Innovation Services:** Housed in the JMU Libraries, Innovation Services offers a variety of resources to help with multimedia assignments and learning activities. To start, students have access to check out digital cameras, microphones, digital audio recorders, and projectors. After recording, we offer computer software to help with editing and remixing your recorded content. Unsure how to use all these things? Drop in for a MadLabs workshop to learn about the equipment and software. The space also offers a virtual reality lab and 3D printing machines as some cutting- edge technology.

**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 X. Forms

### James Madison University School of Nursing Independent Student Proposal

Student Name			
Faculty Adviser			
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 Adviser		Date	
School Head		Date	

**James Madison University  
School of Nursing  
Plan of Study – Nurse Practitioner (FNP & AGPCNP)**

Name \_\_\_\_\_ ID # \_\_\_\_\_ Faculty Adviser \_\_\_\_\_

Entry to Program \_\_\_\_\_ Expected Graduation \_\_\_\_\_

<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 Nursing		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 (FNP students only)	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		
NSG 690	Advanced Concepts in Epidemiology		3	Spring		
NSG 692	Health Care Policy		3	Spring		
Total Credit Hours			46-49			

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

Date \_\_\_\_\_

Revised July, 2018

**James Madison University**  
**School of Nursing**  
**Plan of Study – NP concentrations (FNP & AGPCNP)**  
 Bridge courses for Non-Nursing Baccalaureate Degrees

Name \_\_\_\_\_ Today's Date \_\_\_\_\_

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

Course Number	Course Name	Equivalent Courses if applicable - waived	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 461	Pathophysiology and Pharmacology		3	Spring		
NSG 464	Introduction Nursing Research		3	Spring		
NSG 469	Caring for the Public's Health Community Health (Didactic)		4	Summer		
NSG 466	Community Health Practicum		1	Summer		
		<b>Core and Specialty courses</b>	<b>11</b>			
NSG 520	Advanced Health Assessment		3	Fall/ Summer		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall/ Summer		
NSG 522	Advanced Clinical Pharmacotherapeutics		3	Spring		
NSG 611	Research for the Advanced Health Professional		3	Fall/ Summer		
NSG 612	Theoretical Foundations of Advanced Nursing		3	Spring/ Summer		
NSG 630	Care Delivery and Coordination I		4	Fall		
NSG 631	Care Delivery and Coordination II		4	Spring		
NSG 632	Coordinated Care of Elderly		3	Fall		
NSG 634	Role of the APN		1	Fall		
NSG 635	Family Centered Care Delivery (FNP students only)		3	Summer		
NSG 671	Nurse Practitioner Practicum I		3	Spring		
NSG 672	Nurse Practitioner Practicum II		5	Fall		
NSG 673	Nurse Practitioner Practicum III		5	Spring		
NSG 690	Epidemiology and Population Assessment		3	Spring		
NSG 692	Health Care Policy		3	Spring		
Total Credit Hours			<b>46-49</b>			

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

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

**James Madison University**  
**School of Nursing**  
**Plan of Study – Clinical Nurse Leader Concentration**

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

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

Course Number	Course Name	Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
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 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: \_\_\_\_\_ Date: \_\_\_\_\_

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

**James Madison University**  
**School of Nursing**  
**Plan of Study – Clinical Nurse Leader Concentration**  
 Bridge courses for Non-Nursing Baccalaureate Degrees

Name \_\_\_\_\_ Today's Date \_\_\_\_\_

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

Course Number	Course Name	Equivalent Courses if applicable - waived	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 461	Pathophysiology and Pharmacology		3	Spring		
NSG 464	Introduction Nursing Research		3	Spring		
NSG 469	Caring for the Public's Health Community Health (Didactic)		4	Summer		
NSG 466	Community Health Practicum		1	Summer		
		<b>Core and Specialty courses</b>	11			
NSG 520	Advanced Health Assessment		3	Fall		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
NSG 651	Leadership Development		3	Fall		
NSG 522	Advanced Clinical Pharmacotherapeutics		3	Spring		
NSG 612	Theoretical Foundations of Advanced Nursing		3	Spring		
NSG 650	Organizational Behavior in Health Care		3	Spring		
NSG 611	Research for the Advanced Health Professional		3	Fall		
NSG 653	Educational Methodologies For Nurse Leaders		3	Fall		
NSG 676	Clinical Nurse Leader Practicum I		4	Fall		
NSG 692	Health Care Policy		3	Spring		
NSG 690	Epidemiology and Population Assessment		3	Spring		
NSG 677	Clinical Nurse Leader Practicum II		4	Spring		
Total Credit Hours			<b>38 - 49</b>			

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

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

Revised July, 2018

**James Madison University**  
**School of Nursing**  
**Plan of Study - Nurse Administrator Concentration**

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

Faculty Adviser \_\_\_\_\_ 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		3	Fall		
NSG 650	Organizational Behavior in Health Care		3	Spring		
NSG 612	Theoretical Foundations of Advanced Nursing		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: \_\_\_\_\_ Date: \_\_\_\_\_

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

Revised July, 2018

**James Madison University**  
**School of Nursing**  
**Plan of Study - Nurse Administrator Concentration**  
 Bridge courses for Non-Nursing Baccalaureate Degrees

Name \_\_\_\_\_ Date \_\_\_\_\_

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

Course Number	Course Name	Equivalent Courses if applicable - waived	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 461	Pathophysiology and Pharmacology		3	Spring		
NSG 464	Introduction Nursing Research		3	Spring		
NSG 469	Caring for the Public's Health Community Health (Didactic)		4	Summer		
NSG 466	Community Health Practicum		1	Summer		
			11			
		<b>Core and Specialty courses</b>				
NSG 611	Research for the Advanced Health Professional		3	Fall		
NSG 651	Leadership Development		3	Fall		
NSG 655	Concepts of Nursing Administration		3	Fall		
NSG 650	Organizational Behavior in Health Care		3	Spring		
NSG 612	Theoretical Foundations of Advanced Nursing		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 Total with additional Bridge courses			<b>32 - 43</b>			

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

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



**James Madison University  
School of Nursing  
Plan of Study - Nurse Midwifery Concentration  
JMU Courses: 1 Year**

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

Faculty Adviser \_\_\_\_\_

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 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			

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

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

**James Madison University  
School of Nursing  
Plan of Study – Psychiatric Mental Health Nurse Practitioner  
JMU Courses: 1 Year**

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

Faculty Adviser \_\_\_\_\_

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 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			

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

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

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

Name \_\_\_\_\_ Faculty Adviser \_\_\_\_\_ Date \_\_\_\_\_

Focus: Advanced Practice Nursing or Leadership in Healthcare Systems  
Entry to Program \_\_\_\_\_ Expected Grad \_\_\_\_\_

Course Number	Course Name	Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 650	Organizational Behavior		3	<b>Spring or Summer</b>		
NSG 690	Epidemiology and Population Health		3	<b>Spring or Summer</b>		
NSG 692	Health Policy		3	<b>Spring or Summer</b>		
NSG 711	Analytic Methods		3	<b>Fall</b>		
NSG 713	Evidence Based Practice: Clinical Prevention and Population Health		3	<b>Fall</b>		
NSG 712	Issues and Methods of Translational Inquiry		3	<b>Spring</b>		
NSG 714	Evidence-based Practice: Chronic Illness		3	<b>Spring</b>		
	Cognate		3	<b>variable</b>		
	Cognate		3	<b>variable</b>		
NSG 771	Advanced Practicum I		1-5*	<b>Summer/ Fall</b>		
NSG 772	Advanced Practicum II	NSG 771 (pre-req)	1-5*	<b>Spring</b>		
NSG 773	Advanced Practicum III	NSG 772	1– 5*	<b>Summer/ Fall</b>		
NSG 800	Scholarly Writing		3	<b>Fall</b>		
NSG 799	DNP Project Completion/Continuous		1	<b>Repeatable</b>		
<b>Total Credit Hours</b>			<b>31-46</b>	<b>Total Credit Hours</b>		

**\*All DNP students must have a minimum of 9 credits of Practicum Hours and 1000 practicum hours Post-BSN.**

MSN Clinical Hours \_\_\_\_\_

DNP Clinical Hours Needed \_\_\_\_\_

=# credits needed \_\_\_\_\_

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

Revised July, 2018

**James Madison University  
School of Nursing  
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

**James Madison University  
School of Nursing  
Notice of Graduate Practicum Probation**

\_\_\_\_\_ (*student name*) will be on practicum probation as of  
\_\_\_\_\_ (*date*) until \_\_\_\_\_ (*date*)  
for \_\_\_\_\_ (*course number*).

Description of the Incident or Pattern of behavior:

Goals and Re-evaluation Criteria:

Satisfactory and safe performance must be demonstrated by \_\_\_\_\_ from this date forward. Any further unsatisfactory performance in the practicum or laboratory setting will result in a faculty review and possible failure of the course and/or dismissal from the graduate nursing program. This documentation will become a part of the student's academic 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: \_\_\_\_\_

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