Revised August, 2020

Revised July 2022

Graduate Nursing Student Handbook

2022-2023

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School of Nursing
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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 contains information for students, including clinical policies and procedures 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. **Please submit the Handbook Agreement form (https://nursing.jmu.edu/documents/handbook_agreement.pdf) to your TrueScreen account when completed at the beginning of your program.**

Section l: 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 Studies (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. Melody Eaton is the SON Director; Dr. Andrea Knopp, Associate Director of the Graduate Programs; Dr. Christine Argenbright, Coordinator of the DNP/MSN Leadership Programs; and Dr. Holly Buchanan, Interim Coordinator of the DNP/MSN Advanced Practice Programs.

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 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.ccneaccreditation.org). The Nurse Midwifery concentration and Psychiatric Mental Health Nurse Practitioner concentration are shared programs with Shenandoah University.

The Doctor of Nursing Practice (DNP) program has two options for entry: the Post-Master's DNP Program and the Post-Baccalaureate DNP Program. The Post-Master's DNP Program has two foci: Advanced Practice Nursing and Leadership in Healthcare Systems. The Post-Baccalaureate DNP

program is an Advanced Practice DNP program where students will select an advanced practice concentration in either Family Nurse Practitioner or Adult-Gerontology Primary Care Nurse Practitioner. This program will prepare students to be eligible for the certification exam in their chosen concentration. The Post-BSN-DNP plan of study does not award an MSN. Students who complete this program will receive a DNP degree.

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.

School of Nursing 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

Master 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 Master's 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 the ability to:
1. Provide oversite 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.

Additional Clinical Nurse Leader (CNL) Concentration Objectives
The clinical nurse leader graduate will demonstrate the 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.

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:

I. Scientific underpinnings for practice

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

III. Clinical Scholarship and Analytic Methods for Evidence-based Practice

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

V. Health Care Policy for Advocacy in Health Care

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VII. Clinical Prevention and Population Health for Improving Health Outcomes

VIII. 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 ll. Curriculum

Nurse Administrator Full-Time (32 Credits)

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

Nurse Administrator Part-Time (32 Credits)

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

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

Spring Year One (6 Credits)		Summer Year One (5 Credits)	
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)
Fall Year One (6 Credits)		**Spring Year Two (6 Credits)**	
NSG 611	Research for the Advanced Health Professional (3)	NSG 651	Leadership Development (3)
NSG 655	Concepts of Nursing Administration (3)	NSG 692	Health Care Policy (3)
Summer Year Two (6 Credits)		**Fall Year Two (7 Credits)**	
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)
Spring Year Three (7 Credits)			
NSG 690	Epidemiology and Population Assessment (3)		
NSG 679	Nurse Administrator Practicum II (4)		

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

Spring Year One (9 Credits)		Summer Year One (8 Credits)	
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)
Fall Year One (9 Credits)		**Spring Year Two (6 Credits)**	
NSG 692	Health Care Policy (3)	NSG 690	Epidemiology and Population Assessment (3)
NSG 655	Concepts of Nursing Administration (3)	NSG XXX	Graduate Level Elective (3)
NSG 611	Research for the Advanced Health Professional (3)		
Summer Year Two (3 Credits)		**Fall Year Two (4 credits)**	
NSG 650	Organizational Behavior in Health Care (3)	NSG 678	Nurse Administrator Practicum I (4)

Spring Year Three (4 Credits)			
NSG 679	Nurse Administrator Practicum II (4)		

Clinical Nurse Leader Full-Time (38 credits)

Fall Year One (9 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 651 NSG 650	Leadership Development (3) Organizational Behavior (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
Fall Year Two (10 credits)		Spring Year Two (7 credits)	
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)

Fall Year One (6 credits)		Spring Year One (6 Credits)	
NSG 520	Advanced Health Assessment (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 651	Leadership Development (3)
Fall Year Two (6 credits)		Spring Year Two (6 credits)	
NSG 692	Health Care Policy (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 650	Organizational Behavior (3)
Fall Year Three (7 credits)		Spring Year Three (7 credits)	
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)

Spring Year One (6 Credits)		Summer Year One (5 Credits)	
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)
Fall Year One (6 Credits)		**Spring Year Two (6 Credits)**	
NSG 520	Advanced Health Assessment (3)	NSG 651	Leadership Development (3)
NSG 611	Research for the Advanced Health Professional (3)		
NSG 653	Educational Methodologies (3)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
Summer Year Two (6 Credits)		**Fall Year Two (7 Credits)**	
NSG 690	Epidemiology and Population Assessment (3)	NSG 678	Clinical Nurse Leader Practicum I (4)
NSG 650	Organizational Behavior in Health Care (3)	NSG 692	Health Care Policy (3)
Spring Year Three (4 Credits)			
NSG 679	Clinical Nurse Leader Practicum II (4)		

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

Spring Year One (9 Credits)		**Summer Year One (8 Credits)**	
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)
Fall Year One (9 Credits)		**Spring Year Two (9 Credits)**	
NSG 520	Advanced Health Assessment (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 650	Organizational Behavior in Health Care (3)
NSG 611	Research for the Advanced Health Professional (3)	NSG 692	Health Care Policy (3)
Fall Year Two (7 Credits)		**Spring Year 3 (7 credits)**	
NSG 653	Educational Methodologies (3)	NSG 690	Epidemiology and Population Assessment (3)
NSG 676	Clinical Nurse Leader Practicum I (4)	NSG 677	Clinical Nurse Leader Practicum II (4)

**MSN 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		
	Course	Name		Course	Name	
Year 1 24 credits	NSG 520	Advanced Health Assessment (3)		NSG 522	Advanced Clinical Pharmacotherapeutics (3)	
	NSG 521	Advanced Concepts in Pathophysiology (3)		NSG 631	Care Delivery & Coordination II (3)	
	NSG 630	Care Delivery & Coordination I (3)		NSG 671	Practicum I (3)	
	NSG 634	Role of the APN (1)		NSG 612	Theoretical Foundations of Advanced Nursing (3)	
	Summer					
	NSG 636	Care Delivery & Coordination: Female Reproductive Health (2)				
	Fall			Spring		
Year 2 22 credits	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 & Population Assessment (3)	
	NSG 672	Practicum II (5)		NSG 673	Practicum III (5)	

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

	Fall			Spring		
	Course	Name		Course	Name	
Year 1 15 credits	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		
Year 2	NSG 520	Advanced Health Assessment (3)		NSG 671	Practicum I (3)	
	NSG 630	Care Delivery & Coordination I (3)		NSG 631	Care Delivery & Coordination II (3)	

15 credits	NSG 634	Role of the Advanced Practice Nurse (1)		
	Summer			
	NSG 636	Care Delivery & Coordination: Female Reproductive Health (2)		
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 & Population Assessment (3)

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

MSN Family Nurse Practitioner: Full-Time (49 credits)

	Fall		Spring	
	Course	Name	Course	Name
Year 1 24 credits	NSG 520	Advanced Health Assessment (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)
	NSG 521	Advanced Concepts in Pathophysiology (3)	NSG 631	Care Delivery & Coordination II (3)
	NSG 630	Care Delivery & Coordination I (3)	NSG 671	Practicum I (3)
	NSG 634	Role of the APN (1)	NSG 612	Theoretical Foundations of Advanced Nursing (3)
Year 2 25 credits	Summer			
	Course	Name		
	NSG 635	Care Delivery & Coordination: Pediatrics (3)	NSG 636	Care Delivery & Coordination: Female Reproductive Health (2)
	Fall		Spring	
	Course	Name	Course	Name
	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 & Population Assessment (3)
	NSG 672	Practicum II (5)	NSG 673	Practicum III (5)

MSN Family Nurse Practitioner: Part Time (49 credits)

	Fall		Spring	
	Course	Name	Course	Name
Year 1 15 credits	NSG 611	Research for the Advanced Health Professional (3)	NSG 522	Advanced Clinical Pharmacotherapeutics (3)

	Course	Name	Course	Name
	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**
	Course	Name	Course	Name
	NSG 520	Advanced Health Assessment (3)	NSG 671	Practicum I (3)
	NSG 630	Care Delivery & Coordination I (3)	NSG 631	Care Delivery & Coordination II (3)
	NSG 634	Role of the Advanced Practice Nurse (1)		
Year 3 19 credits		**Summer**		
	Course	Name	Course	Name
	NSG 635	Care Delivery & Coordination: Pediatrics (3)	NSG 636	Care Delivery & Coordination: Female Reproductive Health (2)
		**Fall**		**Spring**
	Course	Name	Course	Name
	NSG 632	Coordinated Care of the Elderly (3)	NSG 673	Practicum III (5)
	NSG 672	Practicum II (5)	NSG 690	Epidemiology & Population Assessment (3)

Nurse Midwifery Full-Time and Part-Time Curriculum

Nurse Midwifery: 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 & 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)

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 & 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)

Nurse Midwifery: Shenandoah University Specialty Courses (26 Credits)

Pleae review curriculum at Shenandoah at this link: https://www.su.edu/nursing/certificate-programs/nurse-midwifery-initiative/

First Semester (Fall)			
NM 610	Primary Care of Women	2	SU
NM 620	Antepartum Care	2	SU
NM 612	Women's Health	2	SU
NMLB 624	Midwifery Practicum I	3*	SU
Total for Semester		9	Includes 3 practicum hours
Second Semester (Spring)			
NM630	Midwifery Practicum II	4*	SU, Prereq 610,612,620, 624
NM 640	Comprehensive Perinatal Care	2	SU, Prereq 610,612,620, 624

NM 641	Perinatal Complications	2	SU, Prereq 610,612,620, 624
Total for Semester		9	Inclues 4 practicum hours
Third Semester (Summer)			
NM660	Advanced Nurse-Midwifery Role Development	2	SU, Prereq 640,641, 630
NMLB 651	Integrated Midwifery Internship	5*	SU, Prereq 640,641, 630
NM 652	Evidence-Based Practice Project	1	SU, Prereq 640,641, 630 Optimality Index Analysis of Evidence Based Care
Total for Semester		8	
Total Credits for Program		26	

* Clinical practicums becomes competency based due to IP. Clock hour to clinical credit is 4:1. However, in courses with an IP clinical component, number of experiences should be sufficient to meet students' learning needs. The length and timing of birth is unpredictable; therefore, students may require additional hours to gain enough experiences to successfully meet the ACNM core Competencies for Basic Midwifery Practice (2020).

Proposed Credit allotment for each program, Degree conferred

Program	Credits	Degree Conferred
JMU	22	MSN
Shenandoah University	26	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 (26 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 an MSN 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)

First Semester Summer			
NP 525	Behavioral Neuroscience: Independent Study	3	SU
NP 635	Foundations of Psychotherapy	3	SU
Total for Semester		6	
Second Semester Fall			
PMH 641	Management of Psychiatric Mental Health: Adult (Class)	2	SU
PMHL 641	Management of Psychiatric Mental Health: Adult Practicum (120 clinical hours)	2*	SU
PMH 680	Management of Psychiatric Mental Health: Child & Adolescent (Class)	2	SU
PMH 680	Management of Psychiatric Mental Health: Child & Adolescent (120 clinical hours)	2*	SU
Total for Semester		8	

Third Semester Spring			
HP 576	Substance & Relationship Abuse	3	SU
PMH 661	Management of Complex Mental Health Across the Lifespan (Class)	2	SU JMU site
PMHL 661	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	
* Clinical Practicum hours**Fourth Semester Summer**			
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	

The Psychiatric Mental Health NP 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 (29 credits) with 600 clinical hours. The JMU credits may also be taken part-time over two years. The psychiatric mental courses are taken **full-time** at SU. Students will graduate with a degree from JMU and a Post-Graduate Certificate in Psychiatric Mental Health from SU. Upon completion of the SU PMH courses, SU will send transcript to JMU in order for all of the SU psychiatric mental health courses to be included on their JMU transcript. Students apply for graduation from JMU to receive their MSN degree. Graduates receive the MSN from JMU and the Post-Graduate Certificate from Shenandoah University.

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.

*Credit Hours in parenthesis are clinical credit hours.

MSN Bridge Curriculum (NMW and NP Concentrations)

		Course	Name	Credits
Year 1 11 credits Then, complete MSN concentration - Full Time or Part Time Curriculum	Spring	NSG 461	Pathophysiology and Pharmacology	3
		NSG 464	Introduction to 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
Spring Year 1	NSG 690	Epidemiology & Population Health	3
	NSG 692	Health Policy	3
	NSG 714	Improving Health Outcomes Through Quality Improvement & Patient Safety	3
		Focused Cognate	3
		Total	12
Fall Year 1	NSG 711	Analytic Methods	3
	NSG 713	Evidence Based Practice: Clinical Prevention and Population Health	3
	NSG 771	Advanced Practicum I	1-5 *
		Total	7-11
Spring Year 2	NSG 712	Issues and Methods of Translational Inquiry	3
	NSG 650	Organizational Behavior	3
	NSG 772	Advanced Practicum II	1-5 *
		Total	7-11
Fall Year 2		Focused Cognate	3
	NSG 773	Advanced Practicum III	1-5 *
	NSG 801	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

Year	Course #	Course Name	Credits
Spring Year 1	NSG 690	Epidemiology and Population Health	3
	NSG 692	Health Policy	3
		Total	6
Fall Year 1	NSG 711	Analytic Methods	3
	NSG 713	Evidence Based Practice: Clinical Prevention and Population Health	3
		Total	6
Spring Year 2	NSG 714	Improving Health Outcomes Through Quality Improvement & Patient Safety	3
	NSG 712	Issues and Methods of Translational Inquiry	3
		Focused cognate	3
		Total	9
Fall Year 2	NSG 650	Organizational Behavior	3
	NSG 771	Advanced Practicum I	1-5 *
		Total	4-8
Spring Year 3		Focused Cognate	3
	NSG 772	Advanced Practicum II	1-5 *
		Total	4-8
Fall Year 3	NSG 773	Advanced Practicum III	1-5 *
	NSG 801	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.

Full-Time Post-Bachelor's to DNP Curriculum

Year 1	**Spring (9 credits)**
	NSG 522. Advanced Clinical Pharmacotherapeutics (3)
	NSG 612. Theoretical Foundations of Advanced Nursing (3)
	NSG 692. Health Policy for Practice and Advocacy (3)
	Summer (9 credits)
	NSG 520. Advanced Health Assessment (3)
	NSG 611. Research for the Advanced Health Professional (3)
	NSG 690. Epidemiology and Population Assessment (3)
	Fall (10 credits)
	NSG 521. Advanced Concepts in Pathophysiology (3)
	NSG 630. Care Delivery and Coordination I (3)
	NSG 634. Advanced Nursing Role Development (1)
	NSG 711. Analytical Methods for Health Care Credits: (3)
Year 2	**Spring (12 credits)**
	NSG 631. Care Delivery and Coordination II (3)
	NSG 671. NP Practicum I (3)
	NSG 712. Issues and Methods in Translational Inquiry (3)
	NSG 714. Improving Health Outcomes Through Quality Improvement& Patient Safety (3)
	Summer (6-10 credits)
	NSG 635. Care Delivery and Coordination: Pediatrics (3) - *For FNP students only*
	- or -
	Cognate course (3) - *For AGPCNP students must be approved by faculty advisor*
	NSG 636. Care Delivery and Coordination: Female Reproductive Health (2)
	NSG 771. Advanced Practicum I (1-5)*
	Fall (11 credits)
	NSG 632. Coordinated Care of the Elderly (3)
	NSG 672. NP Practicum II (1-5)*
	NSG 713. Evidence Based Practice: Clinical Prevention and Population Health Promotion (3)

Year 3	Spring (6-10 credits)
	NSG 673. NP Practicum III (1-5)*
	NSG 772. Advanced Practicum II (1-5)*
	Summer (4-8 credits)
	NSG 650. Organizational Behavior in Health Care (3)
	NSG 773. Advanced Practicum III (1-5)*
	Fall (5-9 credits)
	NSG 773. Advanced Practicum III (1-5)*
	NSG 800. Scholarly Writing and Presentations (3)
	NSG 801. DNP Project (1)

* The DNP requires 1000 course-related practice hours post-BSN to DNP. 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

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 advance practice nursing (APN), and the continuing evolution of the APN role. Students will explore the varied roles that APNs assume in the health care system and the legal and ethical considerations for advanced practice.

NSG 635. Care Delivery and Coordination: Pediatrics. 3 credits.

This course focuses on care coordination of common acute and chronic health deviations and health promotion in the pediatric population from birth to adolescence. The course builds on knowledge and skills from courses in advanced health assessment, pathophysiology, and pharmacology. Emphasis is placed on formulating diagnoses and plans of care that encompass client, family, and coordinated systems of care. Prerequisites: NSG 520, NSG 521, 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.

NSG 671. NP Practicum I. 3 credits.
Develop diagnostic reasoning and evidence-based-clinical decision making in the management of acute episodic conditions commonly encountered in primary or urgent care settings. Students are expected to integrate knowledge from previous courses to develop comprehensive, coordinated, patient-centered plans of care for clients. *Prerequisite: NSG 520, NSG 521 and NSG 630. Corequisite: NSG 522*

NSG 672. NP Practicum II. 5 credits.
Apply diagnostic reasoning and evidence-based-clinical decision making for management of acute episodic and complex chronic conditions commonly encountered in primary care. Students are expected to integrate and apply knowledge from previous courses to provide comprehensive, coordinated, patient-centered care to clients and families throughout the health-illness continuum. Prerequisites: NSG 630 and NSG 671.

NSG 673. NP Practicum III. 5 credits.
Integrate diagnostic reasoning and evidence-based-clinical decision making for management of acute episodic and complex chronic conditions commonly encountered in a primary care setting. Students are expected to integrate knowledge to design, deliver, manage and evaluate comprehensive patient-centered care to clients and families throughout the health-illness continuum. *Prerequisite: NSG 631 and NSG 672.*

NSG 676. Clinical Nurse Leader Practicum I. 2-4 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.

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.

NSG 678. Nursing Administration Practicum I. 2-4 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.

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

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 683. Healthcare Financial Management
Terminology, tools, and methods of financial management in healthcare organizations and systems are examined. Concepts critical to making sound business and financial decisions in an ever changing healthcare economic climate are explored.

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.*

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: Improving Health Outcomes Through Quality Improvement & Patient Safety. 3 credits
This course provides an overview of quality improvement (QI) in health care and public health settings. Students will build knowledge of implementation science (IS) theories, frameworks, and models as they design a QI project. The cornerstones of QI are identifying and using data to prioritize opportunity and measure impact, setting goals based on evidence/best practice, and creating changes that result in improved care or service that are sustainable over time. This course will provide an overview of the theoretical and conceptual background needed to develop the systems thinking skills necessary for effective QI. Assignments will focus on the practical applications of QI tools and techniques in health care and public health settings. This will include the skills needed to design and manage QI projects. The course will also include a focus on measurement and analysis techniques and strategies to sustain and spread improvements. Throughout the course, students will be challenged to look at the world through the QI lens and find ways to make innovative and effective changes that improve health and how we provide care.

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.

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.

NSG 801: 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.

Courses Descriptions for NMW and PMHNP: 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. There is a two step process to apply to Graduate Nursing Programs:

1. Apply to The Graduate School(https://www.applyweb.com/jmug/index.ftl)
   o After completing the Graduate School application, download a screen shot of your application fee receipt and save it as a PDF file, then upload to NURSINGCAS as directed in the instructions outlined in step 2 (below)
2. Apply to NURSINGCAS(https://www.nursingcas.org/)
   o Submit all required documents.
   o DO NOT submit these within the JMU Graduate School application

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.

Applicants who do not meet the minimum program requirements may be considered for conditional admission. Admission in such cases will depend heavily on other indices of the student's ability to handle graduate-level work. These might include strong performance on standardized tests, GPA in the major and/or other experiences or admission requirements that are clearly indicative of strong academic ability.

Resolution of the conditional admission must be documented prior to entering the final year of coursework unless documented mitigating circumstances warrant and are approved by the Program Director or Academic Unit Head.

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.

<u>Admission Policies</u>
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 and NURSINGCAS. Admission requirements are located on the TGS website at http://www.jmu.edu/grad/and the JMU Nursing Website at 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 the published deadline for the MSN program. For DNP students, complete the DNP project requirements and all program deliverable requirements by the 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 the 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.

DNP Courses are all provided in an on-line format. Any synchronous times will be posted in the course syllabus.

Academic Credit Loads

Graduate students must take 9 or more credit hours to be considered full time. Family and Adult Gerontology Primary Care Nurse Practitioner track student are expected to maintain a minimum academic credit 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 their adviser, 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 a 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-, the student 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. The School of Nursing follows The Graduate School policy of a repeated course will be averaged with the previous same course grade for the cumulative grade of the course repeated. It is not a "repeat forgive" policy.

If at any time a graduate student fails to make satisfactory progress toward the degree as outlined in courses, program requirements, and/or The Graduate School policies, the student may be denied permission to continue in the program. Such a decision may be reached by the Associate Director and Academic Unit Head after review of the information provided by the course faculty and academic advisor. The recommendation will then refer 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 adviser 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. If a student withdraws from the course during the probationary period, the student will remain on probation when re-enrolling 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:** *<u>NOTE – The SON policy regarding incomplete grades is different than the JMU policy</u>.* 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 it to the Associate Director of Graduate Programs.
2. Upon notification of eligibility by the Associate Director of Graduate Programs, the student must submit an essay specifically addressing future career goals related to the requested concentration a current resume, transcripts for all graduate level courses taken, and 2 letters of recommendation for the requested concentration/role to the graduate administrative assistant.
3. When all documents listed above are submitted, these will be given to the Program Coordinator and 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" 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 the 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 the 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: NP Practicum I
NSG 676 or 678: NA/CNL Practicum I or NSG 672: NP Practicum II
NSG 677 or 679: NA/CNL Practicum II or NSG 673: NP Practicum III

The 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 adviser, 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 1st for December graduates and March 1st 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 the 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).
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 publicly.

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.

Criminal Background & Sexual Offender Checks

The JMU School of Nursing Master of Science in Nursing and Doctor of Nursing Practice Programs are graduate-level, clinical programs. Based on Code of Virginia § 23.1-407.1 (https://law.justia.com/codes/virginia/2020/title-23-1/chapter-4/section-23-1-407-1/), the James Madison University School of Nursing (SON) Program will not deny admission to any applicant solely on the basis of criminal history. However, for any applicant who has been admitted, but not yet enrolled, the Graduate Programs may inquire about the applicant's criminal history. The Graduate Program may then withdraw an offer of admission to anyone whom James Madison University determines has a criminal history that poses a threat to the institution's community. Therefore, for individuals admitted to the JMU SON Graduate Programs:

- It is required that a criminal background and sexual offender check be completed.
- These must be completed prior to enrollment. Additional checks may be required later in the Program, just prior to the start of fieldwork.
- The student must comply with these additional checks in order to remain a student in good standing within the Program and before clinical placement can take place.
- The cost of these background checks will be the sole responsibility of the student.

It is imperative for prospective students to understand that depending on the information appearing on the criminal history record, it is possible that the student may not be able to participate in a clinical site practicum, which will prevent progression in the program. Students may seek placement at alternative sites; however, it is possible that program completion would be in jeopardy if all fieldwork cannot be completed.

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.**

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 upon admission to the program:

myRecordTracker (TrueScreen) (immunization & required forms)   **myApplicationStation** (drug testing & criminal background check)   *You will upload all clinical documentation requirements to this.*
Varicella (2 Vaccines OR Titer)   One of the following is required: 2 vaccinations OR positive antibody titer (lab report required).
Hepatitis 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.
MMR (2 Vaccines OR 3 Titers)   One of the following is required: 2 vaccinations OR positive antibody titer for all 3 components (lab report required.)
TDAP Vaccine   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.
Influenza   One of the following is required: documentation of a flu shot administered during the current flu season or a declination waiver. The **renewal date will be set for October 31st** and renewed annually. *(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).*
TB (2 Step TB Skin Test OR Chest X-ray OR Blood Test)   One of the following is required: documentation of 2 -Step TB Skin tests (EACH test placed 1-3 weeks apart, negative results) OR QuantiFERON Gold Blood Test OR if positive results, documentation of a clear Chest X-ray.
COVID COVID-19 (2 Shot Vaccination Series)   Please provide documentation of the 2 shot COVID-19 vaccination series being completed. The second vaccine should be administered 21 days after the first dose for Pfizer and 28 days after the first dose for Moderna. *Please note: both vaccinations are needed for approval. If both

vaccinations are not provided the requirement will be rejected. If you choose not to receive the vaccination series, please submit a Religious or Medical Waiver and enter 01/01/2021 as the test date. Assumption of Risk forms are not accepted

COVID-19 Booster
Clinical partners may require students to have the COVID-19 vaccination booster. Provide documentation of the COVID-19 vaccination booster here. The booster for Pfizer should occur at least 5 months after completing the initial Pfizer series, the Moderna booster should occur at least 6 months after completing the initial Moderna series, the Johnson & Johnson booster should occur at least 2 months after receiving the initial Johnson and Johnson vaccination. It is not required to have the same brand of vaccination for the series and the booster.

CPR certification
Must be the American Heart Association Healthcare Provider course for CPR AED for adult, infant & child. You must upload it so that the front and back of the CPR card is shown and the card is signed.

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

Graduate Handbook Agreement

HIPAA & Standard Precautions Training: 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 Background Check (CBC) Quizzes Course).

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

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.

10 Panel Drug Screen and Criminal Background Check (ordered from myApplicationStation)

Annual Requirements:

Practicum Documentation Annual Update
TB (PPD): Single PPD required annually following the initial 2-Step TB Test at entry into program. If a student is deemed a low or moderate risk (VA TB screening form), a single test for infection, QuantiFERON Gold Blood Test (lab report required) is accepted. 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.*
Current CPR Certification-AHA BLS required
Influenza vaccine – due by October 31st each year
RN license

Additional Immunization Requirement Information:

*Latent TB: Any student with latent TB must complete antibiotic treatment regimen with a medical letter of completion and a negative chest x-ray before returning to practicum per CDC guidelines and page 38-39 student handbook.

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.

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.**

Drug Screen (LabCorp): Must be completed prior to the start of first practicum. 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.

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 Guidelines (The complete NP Practicum Guidelines are included in the individual course Canvas sites)
The Nurse Practitioner (NP) program at James Madison University (JMU) is a primary care program and consists of three practicum courses. The purpose of these guidelines is to provide information about selection of appropriate practicum sites and ensure proper experiences are obtained to assist students in successfully completing the program. Students in the NP program will complete a minimum of 650 supervised practicum hours.

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).

Scope of Practice of a Family Nurse Practitioner
Family nurse practitioners (FNPs) hold a master's degree in Nursing, are nationally-certified and licensed by the state as advanced practice registered nurses (APRNs). Family nurse practitioners provide primary care for individuals across the lifespan, from infancy to older adulthood. Primary care includes health promotion, disease prevention, patient education and management of common, acute and chronic illnesses.

Scope of Practice of an Adult-Gerontology Nurse Practitioner
Adult-Gerontology nurse practitioners (AGNPs) hold a master's degree in Nursing, are nationally-certified and licensed by the state as advanced practice registered nurses (APRNs). Adult-gerontology nurse practitioners provide primary care for individuals from adolescence to older adulthood. Primary care includes health promotion, disease prevention, patient education and management of common, acute and chronic illnesses.

NP Practicum Experiences
The NP program at JMU is a primary care program. Practicum hours need to be completed in out-patient settings. Students identify practicum placements in conjunction with course faculty and the Nurse Practitioner Program Coordinator. Final placement decisions are determined in collaboration with the NP program coordinator. Students will be assigned a course faculty for each practicum course. Students should communicate directly with their assigned course faculty with any questions regarding assignments, practicum hours, feedback, etc. All practicum hours should be completed two weeks prior to the end of the semester.
Students may not use their workplaces (i.e. office, unit, department of employment) as practicum sites. Exceptions may be made for compelling reasons and require approval by the Nurse Practitioner Program Coordinator. If the student is employed at a large health system, the student may obtain a placement at another setting within the system.

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.

Practicum I (NSG 671)-150 hours
Preferred sites are ambulatory sites that focus on providing care for patients with acute care issues. These may include but are not limited to: College Health Centers, Mini-Clinics, Family Practices, Free Clinics, Community Health Centers, and rural health clinics.
The student should select one (1) site and plan on completing all hours at this site.

By the end of the Practicum I experience, the student is expected to be able to:
- Take an initial problem focused health history on a patient.
- Perform initial problem focused physical exam on a patient.
- Initiate assessment and list of differential diagnoses with supporting data.

- Formulate management plan (including pharmacological and non-pharmacological modalities) for acute illnesses with resource/preceptor assistance.
- Give a concise oral case presentation to preceptor on findings.
- Coordinate care for an average of six (6) patients per day.

Practicum II (NSG 672)-250 hours (At least 120 hours must be in a primary care setting) Preferred sites are ambulatory sites providing care for patients with acute and 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. AGPCNP students should complete either OB or Gerontology focused requirements during this rotation. Ideally, the student is in 2 (3 if Specialty) sites during this Practicum. See below for Specialty site information.

By the end of the Practicum II experience, the student is expected to be able to:
- Take a health history on a patient appropriate for the chief concern (cc): problem focused vs. comprehensive.
- Perform a problem focused or comprehensive physical exam on a patient.
- Initiate assessment and list of differential diagnoses with supporting data.
- Formulate management plan (including pharmacological and non-pharmacological modalities) for acute and chronic illnesses with minimal resource/preceptor assistance.
- Present an organized and concise oral case presentation to preceptor on findings with supporting rationale.
- Coordinate care for an average of eight (8) patients per day.

Practicum III (NSG 673)-250 hours (At least 120 hours must be in a primary care setting) Preferred sites for this rotation are ambulatory sites that are listed in Practicum II. FNP students should complete either the OB or Pediatric requirements during this rotation. AGPCNP students should complete either OB or Gerontology focused requirements during this rotation. Ideally, the student is in 2 (3 if Specialty) sites during this Practicum. See below for Specialty site information.

By the end of the Practicum III experience, the student is expected to be able to:
- Obtain a health history on a patient appropriate for the chief concern (cc): problem focused vs. comprehensive.
- Perform a problem focused or comprehensive physical examination.
- Formulate an assessment and list of differential diagnoses with supporting data.
- Formulate a management plan (including pharmacological and non-pharmacological modalities) for acute and chronic illnesses with minimal resource/preceptor assistance.
- Present an organized and concise oral case presentation to preceptor on findings with supporting rationale.
- Demonstrate clinical ability appropriate for an entry level nurse practitioner.
- Coordinate care for an average of 8 – 10 patients per day.

FNP Students: Obstetrics and Pediatrics

FNP (Family Nurse Practitioner) students must have a minimum of 40 OB hours (prenatal & postpartum) and 80 Pediatric hours (with a pediatrician, NP or PA in a pediatric focused practice setting).

AGPCNP Students: Obstetrics and Gerontology
AGPCNP (Adult-Gerontology Primary Care Nurse Practitioner) students must have a minimum of 40 OB hours (prenatal & postpartum) and 80 hours in an older adult/gerontology focused practice setting such as assisted living facilities, nursing homes, or skilled nursing facilities.

Specialty Sites
If the student desires to do an *optional* 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.

Observation Hours
If the student desires to shadow a healthcare provider in a specialty site (dermatology, radiology, etc.), no more than 16 hours may be completed in the site. These hours are only for observation of the preceptor. The student may not perform *hands on* patient care. Observation hours may be completed in Practicum III only.

Please note: These are guidelines; practicum site limitations may require some adjustments. Adjustments, when necessary, must be approved by the Practicum faculty or NP Program Coordinator.

Seminars
Seminars are a required component of practicum courses. Seminars may include experiences with Pelvic & Breast Exams, Male GU Exams, Joint Injection, Suturing, Orthopedics, Radiology, EKG, Ophthalmology, and student presentations. During NSG 673, students will attend one full day of the Virginia Council of Nurse Practitioners annual conference. Seminar hours count towards practicum hours and should be logged in Typhon (see below). Seminar hours will be listed in the course syllabi. If a student misses a seminar, the student is accountable to find and attend an equivalent seminar that meets the objectives at the student's own expense.

Standardized Patient Visits
Standardized Patient encounters are a key component in the nurse practitioner education process. A Standardized Patient (SP) encounter is sometimes referred to as 'simulation' in which a 'patient actor' plays the role of someone visiting a health professional. Standardized patient encounters provide NP students the opportunity to practice communication, diagnostic and examination skills in a safe environment before entering practicum experiences and beginning professional careers.

<u>Preceptors</u>

The NP preceptor must possess a master's degree in nursing; be nationally board-certified as a nurse practitioner; and hold an active, unencumbered, advanced practice license which corresponds to their area of clinical practice in the state where the student completes practicum hours. The preceptor must also have at least one year of practice as a nurse practitioner. Other types of health professionals may also serve as a preceptor for NP students including Medical Doctors (MD), Doctors of Osteopathy (DO) and Physician Assistants (PA). PAs, MDs and DOs must have an active license in the state where the student completes practicum hours. Preceptors cannot be a family member or close friend. Students may spend no more than two semesters with the same preceptor without faculty approval. Students should have no more than two preceptors in one site during a practicum course without faculty approval.

The following behaviors are considered unsafe behaviors and will result in an automatic practicum probation or failure in the course:
- Demonstrates unsafe performance and makes questionable decisions
- Lacks insight and understanding of own behavior and behavior of others
- Needs continuous specific and detailed supervision
- Has difficulty in adapting to new ideas and roles
- Fails to submit required written clinical assignments on time
- Falsifies clinical hours
- Does not attend clinical seminars

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.

Faculty/SON Responsibilities	Student Responsibilities	Preceptor Responsibilities
1. Collaborates with students to identify learning needs. 2. Collaborates with students to coordinate placement with available preceptor. 3. Negotiates clinical affiliation agreements with site. 4. Provides preceptors with course syllabus, student assignments, and evaluation forms. 5. Facilitates communication between faculty, students and preceptors. 6. Meets with student and preceptor at least once a term. 7. Provides feedback to preceptors and students. 8. Evaluates preceptors and practice site for	1. Develops personal learning objectives for practicum or residency experience. 2. Completes all course assignments and objectives. 3. Meets with preceptor prior to practicum or residency experience to discuss details and logistics of experience. 4. Seeks regular feedback from preceptor regarding activities and student progress. 5. Collaborates with preceptor regarding the provision of plans of care (NP) or the delivery of teaching/learning (NP or NE).	1. Negotiates dates and times for student learning experiences. 2. Reviews course objectives and their feasibility. 3. Serves as a host, sponsor, teacher, and role model for student. 4. Orients student to clinical agency. 5. Selects clients/learners that assist students to meet learning objectives. 6. Intervenes where appropriate to assist student to manage situations. 7. Provides learning experiences to meet objectives. Facilitates critical thinking regarding planning and implementing plans.

appropriateness of student learning. 9. Maintains responsibility for supervision, guidance, and evaluation of student learning experiences.		8. Evaluates student. 9. Plans additional experiences on basis of evaluation.

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 practicum 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:
  o Introduce yourself.
  o Establish when and where to meet on the first day.
  o Clarify any dress code or other requirements
- During your first two or three days of the rotation, be sure the preceptor clarifies:
  o 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 practicum 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 practicum 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 practicum probation, subsequent unsatisfactory performance in the practicum 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 practicum or is unable to complete expectations within a reasonable amount of time, the student may be put on probation or may need to withdraw from the course.
- The practicum instructor will determine:
  - Whether course objectives can be met within the time frame of the course.
  - Whether the student is able to receive an incomplete (I) in the course and satisfy requirements according to university policy; or
  - Whether the student will need to withdraw and re-take the course when the problem is resolved. This will affect student progression within the program.

Dress Code/Equipment

Dress is business casual, with a white lab coat (agency may waive) and the JMU nursing student picture ID badge. Jeans, shorts, and T-shirts with logos/slogans are not acceptable. Shoes should be closed, and tennis shoes and high heels are not acceptable. Nails must be kept trimmed and artificial nails are not permitted while in practicum courses. Perfume, aftershave, and strong scented lotions are strongly discouraged. Each student is expected to bring his/her own stethoscope and a handheld device loaded with pharmacological software. Otoscopes and

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

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 practicum facility on any unapproved electronic venue (i.e. Facebook, Twitter, Instagram, blogs, cell phones, etc.). In addition, students will not leave or save any patient, family, faculty, practicum 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 James Madison University (JMU) School of Nursing (SON) is committed to maintaining a healthy drug and alcohol-free environment for the safety of our students, staff, visitors, and patients. The SON believes that each student has a personal obligation to practice health-conscious behaviors to foster clear and rational decision making. Patient safety is paramount and serves as the foundation of the Substance Testing Policy. Students that use, possess or distribute illegal drugs, use drugs not prescribed for them, are impaired in the classroom or other educational setting, and/or abuse drugs or alcohol will be subject restorative and disciplinary procedures.

- Substance testing is required when admitted into the nursing program and must be completed following the SON procedure.
- Substance testing may be required at random dates and times while enrolled in the program.
- Substance testing is required if student impairment is suspected based on the presence of indicators described below.

1. If the faculty member or responsible agent (e.g., preceptor, supervising nurse, school staff) identifies evidence of indicators of possible substance use, the faculty member will discuss the concern with the student. If a fellow student or other individual identifies indicators of possible substance use, the individual should report the matter to the faculty member or responsible agent who will discuss the concern with the student.

   a. Indicators may include behavioral, physical, and/or performance signs that the student is impaired or is under the influence of drugs or alcohol, including but not limited to the following:

   - Bloodshot eyes, pupils larger or smaller than usual
   - Changes in appetite or sleep patterns
   - Sudden weight loss or weight gain
   - Deterioration of physical appearance, personal grooming habits
   - Unusual smells on breath, body, or clothing
   - Tremors, slurred speech, or impaired coordination
   - Drop in attendance and performance at work or school

- Unexplained change in personality or attitude
- Sudden mood swings, irritability, or angry outbursts
- Periods of unusual hyperactivity, agitation, or giddiness
- Lack of motivation; appears lethargic or "spaced out"
- Appearing fearful, anxious, or paranoid

2. If there is reasonable suspicion of use the student may be dismissed from clinical or class and instructed to follow up with the program coordinator. The student will not be allowed to drive home. Students are responsible for the cost associated with safe transportation to their homes. Online students will be directed to meet with the instructor and program coordinator.

3. The faculty will notify the program coordinator immediately. The program coordinator will facilitate substance testing for the student as soon as possible. The student is responsible for the cost of all substance testing.

4. If a substance test is positive for a substance not prescribed to the student, the student will be required to:

- Consult the JMU Health Center within 3 days to receive medical clearance to return the program.
- Complete the Office of Substance Abuse Prevention (OSAP) program called Reflections. The student must contact OSAP within 3 days to schedule the initial session. Distance education students can participate via telephone or WebEx.
- Report to the JMU Office of Student Accountability and Restorative Practices (OSARP).
  - o Nursing students are required to comply with the schedule of appointments arranged by the substance-abuse counselor(s) and those of the Office of Student Accountability & Restorative Practices. It is the responsibility of the nursing student who makes an appointment with a counselor and/or the Office of Student Accountability & Restorative Practices' Case Administrator to keep that appointment. If the nursing student is not able to keep the appointment with the Counseling Session, the nursing student is expected to cancel the appointment by telephone preferably 24 hours in advance but at least by 8:30am the day of the appointment. Appointments with the Office of Student Accountability & Restorative Practices may not be rescheduled. If the nursing student fails to appear to the appointment scheduled for the Administrative Case Review OR to an appointment that was set based on his/her academic schedule, the Case Administrator will make a decision in the case based solely on the information provided in the documentation in his/her absence. If the case is decided in his/her absence the nursing student will be notified via email and provided a deadline to accept or reject the decision.
  - o Distance or online students can participate with OSARP via telephone/telehealth conferencing or WebEx

6. If the student refuses the substance test, this will be considered a positive substance test and the JMU Office of Student Accountability and Restorative Practices (OSARP) will be

notified for policy non-compliance.
https://www.jmu.edu/osarp/handbook/OSARP/standardspolicies.shtml

6. If a student fails to accomplish OSARP directives, the SON will defer to sanctions set forth by OSARP regarding returning to the program.

7. A letter (or email) will be sent to the clinical site that the student will not be returning until further notice.

Form to be signed is in the final section of this handbook.

Safe Haven Provision

Students are encouraged to seek assistance from the SON prior to being identified as having violated the substance policy or being notified that s/he must undergo substance testing. A student who has engaged in drug use may disclose the violation of the substance policy to the program coordinator. The student will be required to follow the procedure outlined for a positive substance test as outlined above. Once medically cleared to return to the program, the program coordinator will collaborate with OSARP to determine the appropriate form of intervention. This provision may only be used one time. A second incidence will result in dismissal from the program. A student who voluntarily asks for assistance but does not follow the terms of his/her treatment program will be sanctioned according to the procedure for a positive substance test.

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 opportunities 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 AUH 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 AUH'signature indicates approval of the plan as described. Copies of the signed form are given to the AUH, the faculty Adviser and the student. The student is responsible for keeping 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.

Face-to-face courses regularly meet on campus. Web-enhanced courses are traditional face-to-face graduate courses that incorporate web technology into the design and delivery of the course. Online courses are taught primarily via computer interface with rare to occasional face-to-face meetings.

All course formats allow 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 courses give students a flexible schedule, allow students to work independently and in groups, and give 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) and Nurses Protection Group (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.

Disruptive Behavior

Instructors and students are equally responsible for creating an environment that will facilitate learning within the JMU community. Disruptive conduct disrupts the process of teaching and learning, and such behavior will not be tolerated in the classroom, lab, online discussion or other place of student learning.

Disruptive behavior is inappropriate student behavior that a reasonable faculty member would view as interfering with the ability of instructors to teach and students to learn. It may constitute a violation of law, a violation of the student conduct code or a violation of an instructor's established rules of conduct for a particular class.

Civil expression, disagreement or debate as permitted within the class by a faculty member is not disruptive behavior. Each student has a right to freedom of thought and expression, including a right to reasoned dissent, in their classes. A student's right to exercise academic freedom carries with it concomitant responsibilities. These responsibilities are owed to other students, faculty members and the institution.

Failure to live up to these responsibilities carries with it the possibility of sanctions, up to and including removal from a class, removal from a program and/or removal from the university. The full policy regarding class disruptions is available from the [Academic Affairs website](#).

Academic Honesty

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The results of such behavior will lead to consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented.

Academic dishonesty is not limited to plagiarism. Other examples of academic dishonesty include cheating on tests or homework, taking an exam or writing a paper for someone else, and selling or uploading unauthorized documents from a class. Talk with your instructor if you have questions regarding academic honesty.

The JMU Honor Code is available from the Honor Council website: https://www.jmu.edu/honor/code.shtml.

Turn It In

The JMU community uses a plagiarism detection system called Turnitin. Turnitin is integrated into Canvas and is available for use by all JMU faculty and students. For more information about Turnitin, refer to https://www.jmu.edu/academicintegrity.

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 – Omega Zeta Chapter:
Omega Zeta is the official chapter of Sigma Theta Tau of JMU. 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 the Nurse Practitioner Program Coordinator for more information.

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

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

Career and Academic Planning www.jmu.edu/cap/

Center for Multicultural Student Services www.jmu.edu/multicultural/

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

Dining Services 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

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

Office of Equal Opportunity www.jmu.edu/oeo/

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

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

Print Services 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/

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/

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

Music Library
    Phone: (540) 568-6041
    Email: library-music@jmu.edu
Website: https://www.lib.jmu.edu/music/

Innovation Services
    Phone: (540) 568-7061
    Email: innovation@jmu.edu
Website: https://cit.jmu.edu/about_cit/

Center for Instructional Technology/LET Support
    Phone: (540) 568-5312
    Email: letsupport@jmu.edu
Website: http://sites.jmu.edu/citsupport/

Online and Distance Learning
    Email: 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 prepare and examine wet prep.

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.

Lactation Room-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 – MSN Nurse Practitioner (FNP & AGPCNP)

Name _____ ID # _____ Faculty Adviser_____

Entry to Program _____ Expected Graduation _____

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 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	Care Delivery and Coordination: Pediatrics **(FNP students only)**	NSG 520, 521, 522	3	Summer		
NSG 636	Care Delivery and Coordiation: Female Reproductive Health	NSG 630, 631	2	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	Epidemiology & Population Assessment		3	Spring		
NSG 692	Health Care Policy		3	Spring		
Total Credit Hours			46-49			

Faculty Signature: _____ Student Signature: _____

Revised August, 2020

Date _____

James Madison University
School of Nursing
Plan of Study – MSN 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		
		Core and Specialty courses	11			
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 the Elderly		3	Fall		
NSG 634	Role of the APN		1	Fall		
NSG 635	Care Delivery and Coordination: Pediatrics (FNP students only)		3	Summer		
NSG 636	Care Delivery and Coordination: Female Reproductive Health		2	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 & Population Assessment		3	Spring		
NSG 692	Health Care Policy		3	Spring		
Total Credit Hours			**46-49**			

Faculty Signature: _____ Date _____

Student Signature: _____Date_____

James Madison University
School of Nursing
Plan of Study – Post-Bachelor's to DNP Nurse Practitioner (FNP & AGPCNP)

Name _____ ID # _____ Faculty Adviser_____

Entry to Program _____ Expected Graduation _____

Course Number	Course Name	Prerequisite Courses	Credit Hours	Term(s) Offered	Term Planned	Term Completed
NSG 520	Advanced Health Assessment		3	Summer		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
NSG 522	Advanced Clinical Pharmacotherapeutics		3	Spring		
NSG 611	Research for the Advanced Health Professional		3	Summer		
NSG 612	Theoretical Foundations of Advanced Nursing		3	Spring		
NSG 630	Care Delivery and Coordination I	NSG 520,521	3	Fall		
NSG 631	Care Delivery and Coordination II	NSG 630	3	Spring		
NSG 632	Coordinated Care of Elderly	NSG 631	3	Fall		
NSG 634	Role of the APN		1	Fall		
NSG 635	Care Delivery and Coordination: Pediatrics **(FNP students only)**	NSG 520, 521, 522	3	Summer		
NSG 636	Care Delivery and Coordination: Female Reproductive Health	NSG 630, 631	2	Summer		
NSG 650	Organizational Behavior		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	Epidemiology & Population Assessment		3	Summer		
NSG 692	Health Policy		3	Spring		
NSG 711	Analytic Methods		3	Fall		
NSG 713	Evidence Based Practice: Clinical Prevention and Population Health		3	Fall		
NSG 712	Issues and Methods of Translational Inquiry		3	Spring		
NSG 714	Improving Health Outcomes Through Quality Improvement & Patient Safety		3	Spring		
	Cognate **(AGPCNP Students Only)**		3	Summer		
NSG 771	Advanced Practicum I		1-5*	Summer		
NSG 772	Advanced Practicum II	NSG 771 (pre-req)	1-5*	Spring		
NSG 773	Advanced Practicum III	NSG 772	1– 5*	Summer/Fall		
NSG 800	Scholarly Writing		3	Fall		
NSG 801	DNP Project Completion/Continuous		1	Fall Repeatable		
Total Credit Hours						

Faculty Signature: _____ 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	Spring		
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	Fall		
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		
		Core and Specialty courses	11			
NSG 520	Advanced Health Assessment		3	Fall		
NSG 521	Advanced Concepts in Pathophysiology		3	Fall		
NSG 651	Leadership Development		3	Spring		
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	Fall		
NSG 690	Epidemiology and Population Assessment		3	Spring		
NSG 677	Clinical Nurse Leader Practicum II		4	Spring		
Total Credit Hours			**38 - 49**			

Faculty Signature: _____ Date _____

Student Signature: _____Date_____

James Madison University
School of Nursing
Plan of Study - Nurse Administrator 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 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: _____

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

Name _____ 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		
			11			
		Core and Specialty courses				
NSG 611	Research for the Advanced Health Professional		3	Fall		
NSG 651	Leadership Development		3	Spring		
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	Fall		
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			**32 - 43**			

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 _____

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 634	Role of the Advanced Practice Nurse		1	Fall		
NSG 690	Epidemiology & 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 _____

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 634	Role of the Advanced Practice Nurse		1	Fall		
NSG 690	Epidemiology & 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 – Post-Master's 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	**Spring or Summer**		
NSG 690	Epidemiology and Population Health		3	**Spring or Summer**		
NSG 692	Health Policy		3	**Spring or Summer**		
NSG 711	Analytic Methods		3	**Fall**		
NSG 713	Evidence Based Practice: Clinical Prevention and Population Health		3	**Fall**		
NSG 712	Issues and Methods of Translational Inquiry		3	**Spring**		
NSG 714	Evidence-based Practice: Chronic Illness		3	**Spring**		
	Cognate		3	**variable**		
	Cognate		3	**variable**		
NSG 700	DNP Practicum		1-5*	**Summer** **Fall** **Spring**		
NSG 771	Advanced Practicum I		1-5*	**Summer/ Fall**		
NSG 772	Advanced Practicum II	NSG 771 (pre-req)	1-5*	**Spring**		
NSG 773	Advanced Practicum III	NSG 772	1– 5*	**Summer/ Fall**		
NSG 774	Health Policy Intstitute		1-5	**Summer**		
NSG 800	Scholarly Writing and Presentation		3	**Fall**		
NSG 801	DNP Project s		1	**Repeatable**		
Total Credit Hours			**40-46**	**Total Credit Hours**		

*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: _____

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: _____

JMU SON

Substance Testing Policy

Acknowledgement Form

I have read the Random Drug Testing policy for the School of Nursing and understand that I am subject to be randomly drug tested from the time I enter the program through my graduation and completion of all coursework. I also understand that a positive result on a drug test will have an outcome of a documentation being sent to the Office of Student Accountability and Restorative Practices for a drug violation. If I refuse to take a random drug test that I have contractually agreed to take for the program, I understand that documentation will be sent to the Office of Student Accountability and Restorative Practices for a non-compliance with an official request violation. If I have violations sent to the Office of Student Accountability and Restorative Practices for these violations, I agree, through my signature below, that the School of Nursing will have a right to know the outcome of the case they documented and sent to the office regarding these violations, including any written reflections from any sanctions imposed. I also understand that in revealing the outcome of a case to the School of Nursing it may inadvertently provide information that I may have had other past history with the Office of Student Accountability and Restorative Practices depending on the sanctions provided for the case. While this may occur, I understand that I would have to sign an additional release to the School of Nursing in order for the Office of Student Accountability and Restorative Practices to be able to provide more information regarding other cases.

Student Name (printed): _____   Date: _____

Student Signature: _____