Elmhurst University

Graduate Student Handbook

Master of Science in Nursing
2024-2025

Welcome: Letter from the Director

Congratulations on being accepted into the Master of Science in Nursing program at Elmhurst University! The faculty and I are glad that you have chosen Elmhurst University to continue your professional journey through graduate education.

The Master of Science in Nursing prepares professional nurses for leadership roles across multiple arenas – health care, education, and local and global communities. If you are in the post baccalaureate Master of Science in Nursing program, you will have the opportunity to select a role concentration as a clinical nurse leader, nurse educator, or nurse administrator. Theoretical and practical skills will be emphasized as you attain knowledge and key skills to enhance your clinical practice and promote optimal outcomes for individuals and populations through transformational leadership. It is our goal that your experience at Elmhurst University will foster your ability to make a difference in the communities we serve.

The Master's Entry in Nursing Practice (MENP) Program is a fast paced, challenging entry to the profession of nursing. By enrolling in the MENP program you have embraced a plan to prepare for the role of Registered Professional Nurse while accepting the demands of graduate education. You are preparing to enter a knowledge profession requiring academic rigor, compassion, creativity and flexibility as a master's prepared Registered Professional Nurse. You will be required to embrace a role that will demand mastery of entry level clinical nursing practice skills; the ability to understand, adapt and direct change; and the ability to lead interdisciplinary teams in providing care. Successful completion of this exciting, demanding program of study will provide tools to help you succeed in a profession and healthcare system undergoing rapid, dynamic change and in need of transformational leaders.

I encourage you to use this handbook to become acquainted with academic and professional policies of the Master of Science in Nursing program. The handbook will also give you information on student organizations, awards, academic support and other experiences. When policy or procedure changes occur, the handbook will be amended and all students will be notified. It is your responsibility to review and be familiar with the handbook, thus facilitating your successful progression toward graduation.

The transformational process of graduate study demands and offers so much for you and your future. Take advantage of every opportunity for professional growth, and development as a nursing leader. The faculty and I are here to work together in guiding you on this exciting educational journey.

Best wishes for a successful academic year.

Sincerely yours,

Becky Hulett

Becky Hulett, DNP, RN, CNL
Chair and Associate Professor
Department of Nursing and Public Health

Contents

I.   INTRODUCTION

Mission of the Elmhurst University Department of Nursing and Public Health
The Department of Nursing and Public Health prepares nurses for professional practice and leadership to meet the needs of a diverse society.

Goals of the Department of Nursing and Public Health
1. Prepare graduates for professional nursing practice in generalist and advanced nursing roles
2. Develop a foundation for graduate and doctoral study in nursing

Philosophy of the Department of Nursing and Public Health
The Elmhurst University Department of Nursing and Public Health educates students in baccalaureate and master's degree programs for ethical practice and leadership in professional nursing. To accomplish this, the faculty and students are dedicated to creating an educational environment that focuses on:

- Integrating liberal and professional education;
- Using collaborative and active learning strategies among faculty and students;
- Demonstrating ethical professional nursing practice with diverse populations;
- Providing leadership in healthcare systems that promote safe, quality, and cost-effective patient and family-centered care;
- Engaging in values-driven nursing practice that encompasses altruism, autonomy, human dignity, integrity, social justice; and
- Developing increasingly complex nursing practice competencies.

Graduate Education
Faculty believe that graduate education for nursing builds on the foundation of baccalaureate education. Graduate education prepares professional nurses for leadership in advanced roles. Graduates must synthesize knowledge and demonstrate behaviors consistent with advanced preparation in nursing. In addition, graduates must think critically, maintain the highest of ethical standards and value human diversity.

Graduate education provides an opportunity for graduate students to develop the ability to use theory, evidence, and clinical expertise to validate or challenge nursing practice. Communication, collaboration, and technological skills are developed to support nursing roles and functions in inter-professional environments. Graduates are able to initiate or contribute to change in healthcare and educational practices, organizations, and the nursing profession.

Faculty believe graduate education fosters the ability to critically analyze the effect of organizational policies on individuals and populations for the purpose of improving clinical practice and health outcomes. In addition, faculty believe that graduate nursing education provides for the mastery of critical thinking and decision-making skills as well as the use of multiple modes of inquiry to promote optimal health outcomes, to lead change, and to provide advocacy for populations. Graduate education provides a foundation for doctoral study in nursing.

Purpose of the Graduate Nursing Program
- Prepare graduates with advanced nursing knowledge and skills for practice with individuals and populations.
- Prepare graduates to assume leadership roles in nursing
- Provide the foundation for doctoral study.

Graduate Program Outcomes
1. Synthesize liberal education and nursing knowledge to provide person-centered care.
2. Analyze the collaboration of healthcare delivery from public health prevention and disease management across populations.
3. Develop sustainable personal and professional identity and values in nursing.
4. Implement information and technology strategies to provide care within complex systems
5. Engage in the scholarship of nursing to advance quality and safety outcomes.

Program Accreditation and Regulation
The master's degree program in nursing at Elmhurst University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The program is approved by the Illinois Department of Financial and Professional Regulation (IDFPR). The Department of Nursing and Public Health holds membership in the American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN). Elmhurst University is compliant with Federal Regulation 34 CFR 668.43. See Appendix O.

II. PROFESSIONAL STANDARDS AND ESSENTIAL STANDARDS

Elmhurst University Standards
The Department of Nursing and Public Health follows the policies in the Elmhurst University (EU) Catalog and Elmhurst University Student Handbook. Nursing students are subject to the responsibilities for behavior outlined in the University's Code of Conduct in the EU Student Handbook and will be subject to the disciplinary procedures and consequences for violation of its rules, including dismissal from Elmhurst University, as outlined in the Elmhurst University Student Handbook. Both documents are found on the Elmhurst University website.

Academic Integrity
Student honesty and integrity are governed by the Code of Academic Integrity. Refer to Elmhurst University Student Handbook.

Non-Discrimination/Non-Harassment Policy
Students are expected to abide by the EU policy. Refer to the Elmhurst University Student Handbook.

Code of Conduct
Students are expected to abide by the EU policy. Refer to the Elmhurst University Student Handbook.

Illinois Nurse Practice Act
Elmhurst University Department of Nursing and Public Health abides by the Rules and Regulations for the operation of schools of nursing as specified by the Illinois Department of Financial and Professional Regulation. Distance students must also abide by the nurse practice act for their state.

A copy of the Illinois Nurse Practice Act is on file in the Department of Nursing and Public Health and is available online at the Illinois Department of Professional and Financial Regulation Division of Professional Regulation website at http://nursing.illinois.gov/nursepracticeact.asp

Students in the MSN Program must maintain an unencumbered active license as a registered professional nurse in the State of Illinois and abide by the rules and regulations of the Illinois Nurse

Practice Act at all times. Students must present a valid license at admission and at any time the license is renewed during their enrollment in the MSN program.

The Department of Nursing and Public Health subscribes to the standards set by the Illinois Nurse Practice Act and other published professional nursing standards. Graduate nursing students are accountable for all standards and policies outlined in this Student Handbook. Nursing students who fail to comply with these professional behavioral standards may be subject to dismissal from the nursing program.

Professional Standards for Admission and Progression for Graduate Nursing Students
Students in the Elmhurst University Graduate Nursing Program are required to satisfactorily engage in diverse, complex and specific experiences essential to the acquisition and practice of nursing at the graduate level. Once a student is admitted to a given program, students are not eligible for transfer into a different program. Individual circumstances will be evaluated at the discretion of the appropriate program director and the Graduate Program Committee.

Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. These standards are essential to admission, successful progression, and graduation. In addition, these functions are necessary to ensure the health and safety of patients, fellow students, faculty and other healthcare providers.

Not all forms of inappropriate behavior that would raise serious questions concerning a student status as a professional nurse can be listed. Students are expected to display respect, trust, and integrity in the classroom, clinical and social environments. Essential standards for graduate nursing students are listed below. The list is not all inclusive, but serves as a guide for professional behavior expectations for graduate nursing students.

Students must:
Behavioral/Emotional
- Possess the emotional health required to exercise good judgment in the care of patients, families, and populations including stressful situations.
- Maintain mature, sensitive, and effective relationships under all circumstances.
- Possess skills to provide compassionate care in diverse academic and working environments.

Professional Conduct
- Abide by professional standards of nursing practice.
- Display respect, trust, and integrity in the classroom, clinical and social environments.
- Engage in patient care delivery in all settings and be able to deliver care to all patient populations.

Communication
- Communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
- Express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- Communicate effectively in oral and written forms.
- Process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team, including seeking supervision and consultation.

Cognitive
- Evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

Sensory/Observation
- Accurately observe verbal/non-verbal communication and process information when performing physical and system assessments.

Motor Skills
- Have sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.

Dismissal from the Graduate Program for Failure to Meet Professional Standards

If a student is not able to meet the Graduate Program's Professional Standards, the nursing student may be dismissed from the program. A student may be dismissed from the graduate program without an opportunity to remediate the area of concern in the event that the student's failure to meet or comply with the expectations for Department of Nursing and Public Health and Graduate Nursing Program's Professional Standards is of such severity that it jeopardizes the safety or wellbeing of the student or others, including another student, faculty member, patient(s), or the clinical agency.

Statement of Reasonable Accommodations for Persons with Disabilities

The University does not discriminate against individuals on the basis of physical or mental disability. To ensure equal access to its programs and activities, the University is committed to providing reasonable accommodations to qualified individuals with disabilities. The University's ADA/504 Disability Services Director is located in the Learning Center, A.C. Buehler Library, and is responsible for determining appropriate accommodations in conjunction with the student and other university representatives. For the University's complete Non-Discrimination and Non-Harassment Policy, please refer to the Title IX section of the University's website, Elmhurst University Title IX.

A candidate or nursing student who discloses a disability and requests accommodation will be asked to provide documentation of disability for the purpose of determining appropriate accommodations, including modification to the program. The University will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature of requirements of the program or provide auxiliary aids that present an undue burden to the University. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions either with or without accommodation.

Access and Disability Services

Elmhurst University will make reasonable accommodations for students with disabilities based on the presentation of appropriate documentation. If you believe that you have a disability that may impact your work in this course, contact Access and Disability Services at 630-617-6448 or disability.services@elmhurst.edu or on the EU website: Access and Disability Services. Access and Disability Services is located in the A. C. Buehler Library.

III. MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM

Curricular Standards

Nursing faculty in the Department of Nursing and Public Health are committed to using professional nursing standards in the development, implementation, and evaluation of curricula. Professional standards are also used by nursing faculty to promote and evaluate student learning.

In the MENP Program, these professional standards include:
- The Essentials of Baccalaureate Education (AACN, 2008)
  - The Essentials of Baccalaureate Education which subsumes the Code of Ethics for Nurses (ANA, 2015)
- Nursing: Scope and Standards of Practice, 4th Edition (ANA, 2021)
- The Essentials of Master's Education in Nursing (AACN, 2011)
- The Essentials of Master's Education in Nursing (AACN, 2021)
- Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013)

In the MSN Program, these professional standards include:
- The Essentials of Master's Education in Nursing (AACN, 2011)
- The Essentials of Master's Education in Nursing (AACN, 2021)
- Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013)
- Core Competencies of Nurse Educators (NLN, 2005, 2018)
- AONL Nurse Manager Competencies (AONL, 2015)

Master of Science in Nursing (MSN) Degree and Admission Requirements
The MENP program ensures graduates meet the competencies of baccalaureate education, attain eligibility for licensure as a registered professional nurse and achieve the Essentials of Masters Education in Nursing (AACN, 2011, 2021). The MENP program is a full-time cohort-based program. The program of study for both the MENP and AMENP programs and degree requirements are outlined in Appendix A. Program admission requirements are outlined in Appendix B.

The MSN Program emphasis is on leadership, there are three role concentrations: Clinical Nurse Leader, Nurse Educator, and Nurse Administrator. The curriculum includes core, advanced competence and concentration courses. All three role concentrations have the same core courses and a total of 33 semester hours (SH). The MSN is a part-time cohort-based program. The program of study and degree requirements for each role concentration is in Appendix C. The admission requirements for MSN students are in Appendix D. The RN-MSN option is designed for registered nurses (RNs) with baccalaureate degrees outside nursing. This is an entry option to the graduate program which places emphasis on achievement of baccalaureate nursing competencies. An assignment has been identified in the first course, NRS 501, in the MSN curriculum to demonstrate the baccalaureate nursing competencies and preparation to proceed with graduate level education in nursing. The final portfolio offers another opportunity to differentiate practice at the MSN level. The course and admission requirements for the RN-MSN Option are found in Appendix E.

Certificate Option
In addition to providing the Master of Science in Nursing degree, the program offers Post-Masters Certificate: Nurse Educator.

Post-Master's Certificate: Nurse Educator
The Post-Master's Certificate for Nursing Education is designed to provide nurses with a master's or doctoral degree in nursing with knowledge and skills to be effective nurse educators. This program includes didactic as well as clinical experiences to promote competency as an educator in a variety of roles in academic or health care settings.

Admission requirements and the curriculum for the Post-Master's Certificate: Nurse Educator are identified in Appendix F.

Course Descriptions
Course descriptions are found in Appendix G.

Portfolio
During the graduate nursing residencies, students submit a portfolio of their course documents that exhibits achievement of the graduate program outcomes. The purpose of the portfolio is to promote synthesis of knowledge, demonstrate clinical leadership outcomes and foster reflective thought and self-assessment. Portfolio Guidelines and Criteria for Evaluation of Portfolio are found in Appendix H.

Clinical Nurse Leader (CNL) Certification
Certification by the Commission on Nurse Certification (CNC) is required to use the title Clinical Nurse Leader (CNL). Students in the CNL role concentration, including the MSN, MENP, and AMENP programs, sit for the CNL Certification exam as a requirement of their residency course, NRS 540 Residency: Clinical Leadership in the Care Environment. The student is responsible for the application fees associated with this examination. Information on CNL Certification is available on the CNC website.

IV. ADMISSION, PROGRESSION, AND APPEALS

The Graduate Nursing Student Handbook covers policies beyond those addressed in the Elmhurst University Catalog and Elmhurst University Student Handbook, specifically those related to status as a graduate nursing student. Any questions covering these policies may be addressed to the Department of Nursing and Public Health Chair or Program Director.

Admission Policies
Admission decisions are made by the Graduate Program Committee. Review of candidates for the graduate program is based on the published admission requirements. The admission requirements for the MENP program are found in Appendix B. The admission requirements for the MSN program are found in Appendix D. The admission requirements for the RN-MSN Entry Option are found in Appendix E.

The Admission Policy offers consideration for practicing nurses who do not meet admission requirements for the MSN program.

Program Contractual Admission
Refer to the current Elmhurst University Catalog.
The student will be required to demonstrate the academic capacity for graduate level course work by the achievement of a grade of B in two graduate courses. As noted in the Elmhurst University Catalog, the Program Director will monitor the student's progress toward satisfying conditions of admission.

Program Conditional Admission
Refer to the current Elmhurst University Catalog.

Non-Degree Seeking Students
Non-degree seeking students in the Master of Science in Nursing Program will be permitted to register for a maximum of two MSN courses on a space available basis.

Refer to the current Elmhurst University Catalog for the policy on Non-degree Admission to Graduate Study at Elmhurst University.

Academic Advising

All graduate nursing students are assigned an academic advisor who is a member of the graduate program faculty. It is the responsibility of the student to meet with their advisor to monitor their progression in the Graduate Program. Deviations from the program plan may result in a delay in progression or graduation. Advisement may include group and/or individual sessions. Each faculty member has voice mail, e-mail, and a mailbox in the Department of Nursing and Public Health office. Contact information for faculty is posted on the Elmhurst University website. A meeting once each semester is advised.

Registration

Students will register each term using the online registration system. Students will be informed by the Program Director of any deviations from expected course offerings. Students are responsible for meeting University posted dates and deadlines for registration and payment of fees. The Elmhurst University Registration Calendar can be found on the portal page.

Transfer Credit

Refer to the current Elmhurst University Catalog.

Progression Academic Standing

Students are expected to comply with the policies outlined below. In the event that a student's progression is in jeopardy, the student will receive written notification from the faculty. Notification may be provided by a Student Expectations and Improvement Plan (SEIP) or other written means.

According to the Elmhurst University Catalog, the University designates graduate students in good standing, if they make satisfactory progress toward completion of program requirements. To be in good academic standing, graduate nursing students must:
- Complete all courses with a grade of C or better
- Earn no more than one C grade

Nursing clinical courses are sequential and must be taken per the plan of study. A student may not progress to the final semester and clinical residency until satisfactory completion of all pre-requisite courses. Students needing to repeat any clinical course must repeat both the theory and clinical portions of the course.

The Graduate Program Committee will review all graduate students each term to determine their progression and academic standing. Decisions regarding progression, dismissal, and readmission are made by the Graduate Program Committee, and students will be notified in writing by the appropriate Program Director. Unforeseen circumstances will be considered on an individual basis.

Repeating a Course

A student may repeat one graduate nursing course no more than one time to remove a grade of C. A grade of A or B must be earned to remove a grade of C.

Leave of Absence / Withdrawal

Refer to the Elmhurst University Catalog (page 300).

Dismissal for Academic Reasons:
- A second grade of C will result in dismissal from the MSN program and the University.
- A grade of D or F grade will result in dismissal from the MSN program and the University.

Reinstatement

Refer to the policy on reinstatement in the [Elmhurst University Catalog](#).
Readmission consideration can be made within two years of dismissal and will be at the discretion of the Graduate Program Committee.

Application for Reinstatement to the Nursing Program after Dismissal

To be considered for readmission to the graduate nursing program after dismissal, the student must reapply through the Office of Admission – Graduate Studies as well as deliver a written petition requesting readmission to the Chair of the Department of Nursing and Public Health the semester before the student desires readmission to the program. Students may apply for reinstatement one time. The petition will be forwarded to the Graduate Program Committee. Readmission decisions are made during fall and spring semesters. Readmission to the program is not guaranteed. Decisions may include stipulations made by the Committee which the student must meet for readmission.

The Graduate Program Committee makes readmission decisions based upon (a) the student's potential for future academic success in their course work; (b) a consistent record of professionalism, ethical practice, and leadership in the classroom, in the clinical setting, and in interactions with faculty, staff, and peers; (c) the individual student's ability to meet the professional standards for behavior for graduate nursing students and the academic standards outlined in this Handbook; and (d) space availability.

Grievance Process for Disputed Final Grade within the Graduate Program

Refer to the [Elmhurst University Student Handbook](#).
In the Graduate Nursing Program, only a grade of C or less can be disputed.

Grievance/Complaint Process

Refer to the [Elmhurst University Complaint Policy](#).

V. ACADEMIC RULES, POLICIES, AND PROCEDURES

Student Information

It is the responsibility of the graduate student to have accurate information on file at Elmhurst University and in the Department of Nursing and Public Health. This includes legal name, mailing address, personal email, and phone number.

Class and Clinical Attendance

Students are expected to attend all classes, labs, and scheduled clinical practicum/simulation experiences. Due to the accelerated nature of graduate courses, greater than 1 absence may affect grade and/or progression. The first absence will result in the student receiving a Student Expectation and Improvement Plan (SEIP). The SEIP will be shared with the Program Director and placed in the student's academic file.

Attendance at **all** clinical practicum and simulation days is a course expectation. Absence(s) from clinical experiences will require rescheduling clinical day(s). Rescheduled days will need to be

outside of regular clinical hours and will require an additional student fee. Date(s) and cost of the make-up clinical will be made available before the start.

Accidents, Illnesses or Health Changes

The student is required to provide a statement from a health-care provider for the following situations:

- Health changes that require an extended period of time away from clinical or class (such as accidents, illness or any alteration in previous health status such as pregnancy). The documentation must confirm the ability to meet, or offer a request for a reasonable limitation during the clinical experience. Some health situations may involve a withdrawal or leave of absence.

- Following a temporary health situation, the student is required to provide documentation from their health provider that they may return to the clinical area without restriction.

- The Department of Nursing and Public Health complies with specific agency policies related to temporary health changes, and holds responsibility for ensuring patient and student safety in the clinical area.

Grading and Grading Scale

The following grading scale is in effect for all courses:

A	93-100%
B	85-92%
C	78-84%
D	71-77 %
F	70% and below

A decimal grade of 0.50 or more will be rounded up to the next whole number (77.50 =78). A decimal grade of 0.49 or less will be dropped (77.49 = 77). Only final course grades will be expressed to the nearest whole number.

In the MENP/AMENP Program: To receive a passing grade in a **clinical** course, students must receive a mathematical average of 78% on course examinations AND a grade of "satisfactory" or "pass" in the clinical portion of the class. Students unable to demonstrate a satisfactory clinical performance and/or a mathematical average of 78% on course examinations will not pass the course. Dependent on the performance of other course work, students earn a grade of D or F.

In the MSN Program: To receive a passing grade in a clinical course, students must receive a grade of "satisfactory" in the clinical portion AND a passing grade for graded coursework.

Final Grades

Faculty grades issued to students are final. Students cannot re-do assignments, re-write papers, re-take examinations, or do extra credit activities in an effort to improve their final grades. The student may dispute a grade by utilizing the process outlined in the Elmhurst University Student Handbook.

Written Assignments

Written papers will be submitted via the learning management system and should follow the writing format of the Manual of the American Psychological Association. Students are accountable for submitting assignments on time. Criteria for submission of assignments, including late assignments, are determined by individual course faculty, and are stated in relevant course documents.

Course assignments submitted by students in the Graduate Program will be available for program development, analysis, and evaluation. An additional value of course assignments is for potential educational research. In any use of data, students will remain anonymous and confidentiality will be protected. Individual student work may also be used as exemplars of excellent achievement of course assignments.

Examinations

The student is required to complete all course examinations as scheduled.

Faculty must be notified in advance if the student will miss or be late to an exam. Missed exams are at the discretion of the faculty and must be taken as close to the original date missed. Faculty reserve the right to administer an alternative exam form. It is the student's responsibility to reschedule the exam at the convenience of the faculty. Failure to do so will result in a grade of 0.

Test Administration Policy

In-Person Exams

1. Prior to the exam, the duration of the testing period is established, with a defined start and stop time. If the student arrives late, they still must complete the exam by the announced ending time.
2. Latecomers can expect to sit in alternative seating arrangements designated by faculty.
3. All cell phones and digital devices are to be OFF and placed in a purse or backpack.
4. All purses/backpacks are to be placed away from the desks.
5. No questions during the exam about exam content will be allowed.
6. Students may write concerns about a question that will be reviewed by faculty following the exam.

Online Exams

[Appendix N: Online Exam Guidelines](#)

MENP/AMENP NCLEX-RN Preparation Statement

During the program curriculum, students will be exposed to a variety of educational tools to prepare them for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), including, but not limited to: NCLEX style exam questions (content specific and comprehensive).

Confidentiality

Graduate Program policies and procedures regarding patient confidentiality reflect the core concepts and requirements of the Health Insurance Portability and Accountability Act (HIPAA). Standards of nursing practice require that all information about a patient acquired by a student must be held in strictest confidence. Only that information pertinent to a patient's treatment and welfare is disclosed, and then only to agency staff or faculty members directly concerned with the patient's care. Patient information is not to be discussed outside of the clinical agency unless a faculty member is present, the setting is confidential and the purpose educational. Any documents which include patient identifiers may not be removed from the clinical site. Patient confidentiality is of such importance that students may be asked to sign a confidentiality agreement in a clinical setting. In addition to patient confidentiality, confidential data related to clinical outcomes in the institution where the student completes clinical courses is treated with the same level of privacy and may not be removed from the clinical area.

Class, post-conference, lab, simulation, and seminar discussions where clinical information is shared are also considered privileged. AMENP students should not be in a clinical setting during any

live sessions for that respective program. Respect for confidentiality related to these discussions is another requirement of professional behavior.

Any student who fails to comply with confidentiality guidelines related to clients or institutions will be reviewed by the Graduate Program Committee.

The Graduate Program's policies and procedures also reflect the core concepts and requirements of Family Education Rights and Privacy Act (FERPA) as stated in the Elmhurst University Student Handbook.

Photography and Electronic Recording Devices
Students may not photograph or record classes without specific permission of the faculty.

Appearance/Dress Code
Students enrolled in Graduate Program must adhere to appearance guidelines whenever participating in activities or completing assignments which requires interactions with clients/patients, clinical agencies, and other service providers. The nursing faculty will have sole discretion to evaluate compliance with the Appearance/Dress Code. Appearance/Dress Code is found in Appendix I.

Graduate Student Expectations and Improvement Policy
The Student Expectation and Improvement Plan (SEIP) form (Appendix J) will be used to document student behaviors and/or academic concerns which are not in compliance with any of the graduate nursing program standards (ie attendance, academic performance, professionalism, etc.). If a faculty member determines that a student is not adhering to these standards, the following will occur:

- Due to the accelerated nature of graduate courses, the first absence from a course will result in the student receiving a SEIP.
- SEIP forms are issued by faculty and will be placed in the student's academic file and be on file with the Program Director.
- If the student is issued multiple behavior and/or academic SEIP forms, the issue will be referred to the Graduate Program Committee.
- The Graduate Program Committee will make a determination regarding the student's retention and progression, up to and including dismissal from the Graduate Program.

VI. COMMUNICATION

EU Alert System
When appropriate, the Department of Public Safety uses a mass notification system, called EU Alert, to immediately inform the campus community of urgent or emergency messages. Campus community members are encouraged to sign up for EU Alert by visiting the Department of Public Safety website or the link on the EU portal page.

Email
Students are expected to demonstrate professional communication at all times. The student's Elmhurst University email account is the official means for electronic communication. Students are expected to communicate via this account and are expected to check their email on a regular basis. Use of text as a form of communication is at the discretion of the faculty and preceptor.

Learning Management System

All course materials will be posted on the learning management system (LMS). Students will be given access and orientation to the LMS during their first semester at Elmhurst University. Students are responsible for checking the LMS regularly to keep informed of course postings in addition to saving any relevant course materials. At the completion of each course, student access to courses and course material will no longer be available.

Social Media Policy

The faculty in the Department of Nursing and Public Health have identified the importance of a clear policy of social media for nursing students. This policy is found in Appendix K.

Inclement Weather Policy

In the event of cancelled classes due to inclement weather, information will be available at the Elmhurst University website, EU Alert system, or EU Emergency Closings at 630-617-3777. If a student is unable to attend or will be late due to inclement weather, faculty and preceptor (if it is a clinical day) must be notified prior to the beginning of the scheduled clinical experience. Personal safety is priority in decision making.

VII.   HEALTH AND CLINICAL REQUIREMENTS

The Department of Nursing and Public Health is committed to fostering a safe learning environment for our students and protecting the health and well-being of others including students, faculty, patients, families, and healthcare staff. Clinical agencies require verification that each student has met all health, safety, and pre-clinical screening requirements. Students will be informed and required to comply **if clinical agencies announce additional expectations** following initial documentation.

The student is required to submit documentation of compliance with clinical requirements **prior** to the start of clinical experiences, by the specified deadline. Failure to comply with these requirements by the specified dates will prevent clinical placement. The student will be informed of all requirements and expected dates of completion by Program Director or designee.

It is an expectation that all Elmhurst University nursing students remain compliant and current in respect to health, safety, professional, and legal expectations. If an Elmhurst University student incurs any violation of a local, state or federal law or regulation, the student must report the matter to the Chair of the Department of Nursing and Public Health prior to the next nursing class or clinical day. The Chair of the Department of Nursing and Public Health will review and act at her/his discretion in accordance with the Department of Nursing and Public Health, Elmhurst University and/or professional standards.

The Department of Nursing and Public Health updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes during their program.

The student must be in compliance with all health requirements for the entirety of their academic experience. The student must have adequate physical and mental health to participate in clinical. Whenever a student requires health accommodations, a letter from the student's healthcare provider will be required in order to assure that the student can participate in clinical without limitations. A statement from the provider is required when the student is returning from a medical absence or leave.

Students will be given the appropriate forms to complete. All of these services and tests can be obtained through Student Health Services. Students unable to complete these requirements will not be allowed to continue in the nursing program.

The student who has an international background may be required to complete additional testing in order to meet health requirements.

Costs
Students are financially responsible for health requirements and immunizations, uniforms, health insurance, criminal background checks, drug screenings, clinical and laboratory equipment, BLS certification, and transportation to and from clinical sites. Students must also meet all requirements set by the clinical agencies.

Health Insurance
The student must have documentation of a current private health insurance plan (copy of both sides of the health insurance card). If health insurance information changes at any time, the student must submit a new insurance card to the office within two weeks of the change. **The student is responsible for fees associated with the provision of health care that may arise during academic courses or clinical experiences.**

BLS Certification
Students are required to provide documentation of current certification in Basic Life Support (BLS) for adults and children. The approved BLS course is that offered by the American Heart Association/BLS for the Healthcare Provider.

Liability Insurance
At Elmhurst University, students in the clinical nursing sequence must be covered by professional liability insurance through Elmhurst University. This liability insurance is required. The University will purchase such insurance for all graduate nursing students in clinical courses. The insurance covers graduate nursing students during Elmhurst University clinical hours only. It does not cover work at a health care facility after scheduled clinical hours.

Transportation to Clinical Agencies
Students are responsible for their own transportation to clinical facilities. The Nursing Student Information & Statement of Understanding Domestic Curricular Travel form is found in Appendix L.

Latex Policy
While it is not possible to maintain a latex free environment, non-latex gloves will be provided in the campus lab and clinical areas to decrease exposure to natural rubber latex. Any student who believes latex sensitivity may be a problem will be asked to complete appropriate testing at the student's expense. Documentation of the student's sensitivity status will be entered on the student's health record at that time.

Injury and Accidental Exposure in Clinical Experiences
Any injury that occurs within the clinical area requiring medical attention requires documentation on the Department of Nursing and Public Health Reportable Event Form (Appendix M) by the clinical faculty member and submitted to the Chair of the Department of Nursing and Public Health. In the event that a student is exposed to a blood-borne or other infectious agent, the student is required to report the exposure to the nursing faculty member immediately and comply with the clinical agency's

policies and procedures for exposure to blood-borne or other infectious agents. A report of the exposure will also be made to the Chair of the Department of Nursing and Public Health.

Policy on Drug Screen and Criminal Background Check

The Department of Nursing and Public Health is a drug-free environment. A positive drug-screen result is considered evidence of an actual or potential inability to practice nursing with reasonable skill and safety. Any student that is found to be impaired in the clinical setting will be removed from the environment immediately per the facility policy. Faculty must complete the Department of Nursing and Public Health reportable event form. Cases of impairment and/or positive drug screens will be evaluated by the Graduate Program Committee and may result in disciplinary action, up to and including dismissal.

If a conviction report is received on the criminal background check, the student's continued progression in the graduate nursing program will be evaluated by the Graduate Program Committee. Permission to remain in the program will be based on the following criteria:
1. Severity of the offense
2. Recency of the offense
3. Relevance to the position as a direct caregiver
    a. sexual abuse,
    b. substance abuse or sales,
    c. violence against a person,
    d. abuse of a child or older person, and/or other.

Clinical Performance Evaluation

Summative evaluations are completed at the close of each clinical experience. Formative evaluation may be complete throughout courses as needed/required.

The student and faculty will review the student's clinical experience. The student is expected to come prepared for the evaluations and identify individual strengths and areas for improvement.

Clinical experiences are graded as follows:
- 3 Meets outcome independently
- 2 Meets outcome with minimal supervision
- 1 Meets outcome only with continual assistance
- 0 Unable to meet outcome
- OU Opportunity to meet outcome unavailable
- AP Action plan

This evaluation form is scored on a 0 to 3 scale. Scores of 2 and 3 are expected at the conclusion of clinical.

A student who receives a 0 or a 1 in any outcome at the conclusion of practicum or residency has not shown satisfactory clinical performance and will not pass the course. The following are examples of behaviors which may constitute an unsatisfactory clinical performance:
- Demonstrates unsafe clinical performance
- Unable to practice without continuous specific supervision
- Falsifies clinical hours
- Lacks insight and/or adaptability related to own verbal/ nonverbal behavior
- Violation of Graduate Nursing Professional Standards

A copy of each clinical evaluation tool will be placed in the student's file. Students may request a copy of their evaluations.

Residency Assignment Evaluation
Faculty are responsible for the determination of the final student's grade.

Residency assignments are graded as follows:
S = Meets the clinical outcome at a satisfactory level.
U = Does not meet the clinical outcome

A student who receives a U has not shown satisfactory performance and will not pass the course. In addition, falsification of clinical hours will constitute a grade of unsatisfactory.

Program Licensure/Certification Expenses
There are several expenses associated with application for professional licensure that are the responsibility of the student. These expenses are in addition to those charged by the university for the commencement ceremony and may include the following:

1. Background fingerprinting
2. Professional Examination Fee
3. Licensure as RN in State of Illinois
4. CNL Exam Fee

Preceptor Qualifications
In clinical courses, graduate students are assigned preceptors to facilitate their learning in the clinical environment. Preceptors are selected by faculty in collaboration with liaisons from clinical agencies. Preceptors are matched to the student's clinical interests and learning goals as available. Clinical supervision of graduate students may be shared with other clinicians serving as clinical preceptors. The graduate program will select clinicians who can provide the appropriate range of clinical experiences and mentorship required to meet the course and program outcomes.

The faculty at Elmhurst University have adopted a minimum of the master's degree for the role of preceptor. A Master's Degree in Nursing (MSN) is preferred, but not required. The faculty may designate a clinician who is recognized for their extensive clinical expertise in the area of content to support the student's learning, but does not hold the master's degree in nursing. For example, a Chief Nursing Officer may hold a Baccalaureate degree in nursing and a master's degree in healthcare administration (MHA) or Master's degree in business administration (MBA). The clinical supervision of students however may be shared using a mix of clinicians serving as preceptors in order to provide the students with the appropriate range of clinical experiences required to meet the course outcomes.

VIII. STUDENT RESOURCES AND OPPORTUNITIES

Academic Support Services and Referral Policy
Elmhurst University has a network of additional academic support. All students are encouraged to take advantage of these services that are free to all Elmhurst Students. The Learning Center's offerings are described in the Elmhurst University Catalog. Each student must demonstrate competence in oral and written communication, and test taking. A student having difficulty meeting course outcomes related to deficiencies in these areas will be referred to the Learning Center.

Learning Center
The Learning Center is the place to go for convenient, free access to academic support for all Elmhurst University students. Each tutoring session is designed to help students with coursework while at the same time modeling the strategies and processes needed for individual growth. Additionally, assistance with study groups, learning strategies, academic reading, and special test preparation (e.g., GRE) is available. To find out more, go to Learning Center.

Information Literacy
Basic computer literacy (MS WORD, e-mail and use of the Internet) is a program requirement. Tutorials to support computer literacy are available on the Elmhurst University A.C. Buehler Library website. In addition, the library has a variety of electronic resources available to students. The liaison librarian will participate in several core courses to assist in the further development of informatics competencies for graduate nursing students.

Course Evaluation / Feedback
Feedback is actively sought by nursing faculty in order to improve course and program outcomes and the student learning experience. Formal course evaluations will be requested at the end of each course. In addition, program completion surveys are requested at the end of the program. Students are welcome to offer their suggestions for improvement to faculty at any time.

Representation on Committees and Campus Activities
Student representation on the Nursing Faculty Committee is encouraged and supported by the faculty. Information about participating can be obtained from the Program Director. At least one graduate student representative from each program shall be appointed by peers as available.

Graduate students are eligible to participate in campus student groups and activities in which they are interested.

Sigma International
Zeta Beta chapter of Sigma International, the international honor society for nursing, is located at Elmhurst University. Outstanding graduate and undergraduate students are elected by faculty to participate in this honor society. Election is based on academic achievement as well as potential for leadership and scholarship in nursing. Graduate students who have completed at least half of their program of study will be considered for election to membership by the Graduate Program Committee. Graduate students who may have been elected to membership in another chapter are encouraged to consider dual membership or to change their membership to the Zeta Beta chapter.

Research & Performance Showcase
The university annually hosts a program which features various types of student work, including research activities, course projects, and works in creative or performing arts. Graduate students are encouraged to keep a portfolio of all materials created while in the program and to consider submitting materials for exhibition at the showcase. A faculty sponsor is needed for students to exhibit their work.

Use of the Graduate Resource Room
The resource area for graduate students is housed in the lower level of Memorial Hall. Students have access to this area for student related activities. Computer resources are available. Select graduate classes may be scheduled for this room. Access to this area is arranged through the Program Director or the Department of Nursing Administrative Assistant.

REFERENCED DOCUMENTS AND IMPORTANT LINKS

Elmhurst University Student Handbook
Student Handbook: https://www.elmhurst.edu/wp-content/uploads/2022/08/elmhurst-university-student-handbook-2022-2023.pdf

Elmhurst University Course Catalogs Webpage
https://www.elmhurst.edu/academics/registration-records/academic-catalogs/

Elmhurst University Academic Calendars
https://www.elmhurst.edu/academics/registration-records/academic-calendars/

Elmhurst University Portal
https://elmhurst.teamdynamix.com/TDClient/1779/Portal/Home/?ToUrl=%2fTDClient%2fLogin.aspx%2f

Elmhurst University – Weather Closures and Delays Webpage
https://www.elmhurst.edu/student-life/public-safety-security/emergency-management/weather-closures-delays/

<u>APPENDICES</u>

Appendix A: MENP Program of Study & Degree Requirements

The Master of Science in Nursing degree requirements consist of courses designed to meet baccalaureate competencies and eligibility to take the NCLEX-RN examination as well as graduate level courses designed to meet the master's program outcomes. Upon completion of the program, students sit for the Commission on Nurse Certification Clinical Nurse Leader Certification examination. There is a total of 71 semester hours (SH). **Course descriptions are included in **.

MENP Sequence (on-campus cohort):

Fall Term

Course Num	Course Name	Sem. Hours	Credits
NRS 508	Foundations for Advanced Nursing Practice *	4	1
NRS 520	Advanced Health Assessment	3	.75
NRS 525	Advanced Pathophysiology	3	.75
NRS 526	Advanced Pharmacology	3	.75
	TOTAL	13	3.25

J Term

Course Num	Course Name	Sem. Hours	Credits
NRS 501	Theories in Nursing and Clinical Leadership	3	.75
	TOTAL	3	.75

Spring Term

Course Num	Course Name	Sem. Hours	Credits
NRS 507	Professional Perspectives in Nursing I	1	.25
NRS 527	Epidemiology/Biostatistics	3	.75
NRS 528	Research and Evidence-Based Practice	3	.75
NRS 509	Adult Health I: Alterations Across the Lifespan*	4	1
NRS 510	Adult Health II: Alterations Across the Lifespan*	4	1
	TOTAL	16	3.75

Summer Term

Course Num	Course Name	Sem. Hours	Credits
NRS 514	Mental Health Nursing*	4	1
NRS 516	Family Health Nursing: Childrearing*	3	.75
NSR 517	Family Health Nursing: Childbearing*	3	.75
NRS 538	Management of Clinical Outcomes	3	.75
	TOTAL	13	3.25

Fall Term

Course Num	Course Name	Sem. Hours	Credits
NRS 511	Adult Health III: Complex Health Alterations Across the Lifespan*	4	1
NRS 512	Clinical Prevention & Population Health*	4	1
NRS 502	Health Care System: Public Policy and Finance	3	.75
NRS 515	Professional Perspectives in Nursing II	1	.25
	TOTAL	13	3

J Term

Course Num	Course Name	Sem. Hours	Credits
NRS 532	Technology for Health Care Education and Practice	3	.75
	TOTAL	3	.75

Spring Term

Course Num	Course Name	Sem. Hours	Credits
NRS 530	Professional Perspectives in Nursing III	3	.75
NRS 531	Leadership in Systems/Organizations	3	.75
NRS 540	Clinical Nurse Leader Residency*	6	1.5
	TOTAL	12	3

*Includes Clinical Hours

AMENP Course Sequence (online cohort):

Semester 1

Course Num	Course Name	Sem. Hours	Credits
NRS 508	Foundations for Professional Nursing Practice*	4	1
NRS 520	Advanced Health Assessment	3	.75
NRS 501	Theories in Nursing and Clinical Leadership	3	.75
NRS 525	Advanced Pathophysiology	3	.75
NRS 526	Advanced Pharmacology	3	.75
	TOTAL	16	3.75

Semester 2

Course Num	Course Name	Sem. Hours	Credits
NRS 527	Epidemiology and Biostatistics	3	.75
NRS 528	Research and Evidence-Based Practice	3	.75
NRS 509	Adult Health I: Alterations Across the Lifespan*	4	1
NRS 510	Adult Health II: Alterations Across the Lifespan*	4	1
	TOTAL	14	3.25

Semester 3

Course Num	Course Name	Sem. Hours	Credits
NRS 516	Family Health Nursing: Childrearing*	3	.75
NRS 517	Family Health Nursing: Childbearing*	3	.75
NRS 514	Mental Health Nursing*	4	1
NRS 538	Management of Clinical Outcomes	3	.75
NRS 507	Professional Perspectives in Nursing I	1	.25
	TOTAL	14	3.25

Semester 4

Course Num	Course Name	Sem. Hours	Credits
NRS 502	Health Care Systems: Organization, Policy and Finance	3	.75
NRS 515	Professional Perspectives in Nursing II	1	.25
NRS 511	Adult Health III: Complex Health Alterations Across the Lifespan*	4	1
NRS 512	Clinical Prevention and Population Health*	4	1
	TOTAL	12	3

J-Term

Course Num	Course Name	Sem. Hours	Credits
NRS 532	Technology in Health Care Education and Practice	3	.75
	TOTAL	3	.75

Semester 5

Course Num	Course Name	Sem. Hours	Credits
NRS 531	Leadership in Systems and Organizations	3	.75
NRS 530	Professional Perspectives in Nursing III	3	.75
NRS 540	Clinical Nurse Leader Residency*	6	1.5
	TOTAL	12	3

Includes Clinical Hours

Program Total - 71 semester hours - 17.75 credits

Appendix B: MENP Admission Requirements

To be considered for admission, applicants must submit the following:
- o Official transcripts from all graduate and undergraduate institutions attended
- o Applicants for the Masters entry program must hold a bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.2 out of 4.0
- o Successful completion within the past five years of undergraduate/university level courses in:
  - Anatomy and Physiology (2 courses with lab)
  - Chemistry (1 course with lab)
  - Microbiology (1 course with lab)
  - Statistics (3 credits)
  - Psychology or Sociology
- o Recommendations from three people who can attest to the applicant's suitability for an accelerated graduate nursing program
- o Submission of personal statement
- o Completion of the application
- o Interview and completion of writing sample
- o University level communication skills including oral, written, and computer-based skills

Appendix C: MSN Programs of Study & Degree Requirements

CLINICAL NURSE LEADER

This study option prepares the graduate for a leadership role at the point of care to achieve optimal clinical outcomes for individuals and populations. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competency courses provide the foundation for the role of leader in the care environment and in management of outcomes. The concentration course, which is the residency, focuses on the knowledge and skills for leadership in clinical practice with inter-professional teams. Clinical residency develops depth in practice as a clinical leader in care environments. Upon completion of this concentration, students sit for the Commission on Nurse Certification Clinical Nurse Leader Certification examination. **Course descriptions are included in Appendix G**.

Course No	Course Name	Sem. Hours	Credits
Core			
NRS 501	Theories in Nursing and Clinical Leadership	3	.75
NRS 502	Health Care Systems: Organization, Policy and Finance	3	.75
NRS 503	Applied Research for Clinical Leadership	3	.75
NRS 504	Clinical Prevention and Population-Based Practice	3	.75
NRS 523	Clinical Leadership Role Development	2	.5
Advanced Competence			
NRS 521	Foundations for Advanced Clinical Role	4	1
NRS 524	Practicum: Advanced Clinical Role*	3	.75
NRS 532	Technology in Health Care Education and Practice	3	.75
NRS 538	Management of Clinical Outcomes	3	.75
Concentration			
NRS 540	Residency: Clinical Leadership in the Care Environment**	6	1.5
	TOTAL	33	8.25

 *150 clinical hours
**360 clinical hours

NURSE EDUCATOR

This study option prepares the graduate for a clinical leadership role as a nurse educator in a variety of settings. Graduates may assume roles as clinical faculty in schools of nursing, as well as nurse educators in staff development and education departments in health care agencies. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advanced competency courses provide the foundation for the role of leader in clinical care and management of outcomes. Concentration courses, which includes clinical residency, focus on knowledge and skills in curriculum design, instructional methodology, and evaluation. Clinical residency with a master teacher provides teaching experience in academic and/or healthcare settings.

Course descriptions are included in Appendix G.

Course No	Course Name	Sem. Hours	Credits
Core			
NRS 501	Theories in Nursing and Clinical Leadership	3	.75
NRS 502	Health Care Systems: Organization, Policy and Finance	3	.75
NRS 503	Applied Research for Clinical Leadership	3	.75
NRS 504	Clinical Prevention and Population-Based Practice	3	.75
NRS 523	Clinical Leadership Role Development	2	.5
Advanced Competence			
NRS 521	Foundations for Advanced Clinical Role	4	1
NRS 524	Practicum: Advanced Clinical Role*	3	.75
NRS 532	Technology in Health Care Education and Practice	3	.75
NRS 538	Management of Clinical Outcomes	3	.75
Concentration			
NRS 533	Curriculum Development and Evaluation for Nurse Educators	3	.75
NRS 534	Residency: Clinical Leadership in Nursing Education**	3	.75
	TOTAL	33	8.25

*150 clinical hours
**180 clinical hours

NURSING ADMINISTRATION

This study option prepares the graduate for a leadership role in nursing administration. Core courses provide the student with a framework for clinical leadership in an advanced role in nursing. Advance competence courses provide the foundation for the role of leader in administration or management. Concentration courses, which includes residency, develops depth in practice as an administrator.

Course descriptions are included in Appendix G.

Course No	Course Name	Sem. Hours	Credits
Core			
NRS 501	Theories in Nursing and Clinical Leadership	3	.75
NRS 502	Health Care Systems: Organization, Policy and Finance	3	.75
NRS 503	Applied Research for Clinical Leadership	3	.75
NRS 504	Clinical Prevention and Population-Based Practice	3	.75
NRS 523	Clinical Leadership Role Development	2	.5
Advanced Competence			
NRS 521	Foundations for Advanced Clinical Role	4	1
NRS 524	Practicum: Advanced Clinical Role*	3	.75
NRS 532	Technology in Health Care Education and Practice	3	.75
NRS 538	Management of Clinical Outcomes	3	.75
Concentration			
NRS 536	Advanced Topics in Nursing Administration and Management	3	.75
NRS 537	Residency: Clinical Leadership in Nursing Administration**	3	.75
	TOTAL	33	8.25

 *150 clinical hours
**180 clinical hours

Appendix D: MSN Admission Requirements

To be considered for admission, applicants must submit the following:
- Official transcripts from all graduate and undergraduate institutions attended
- Applicants for the MSN program must hold a bachelor's degree in nursing from an accredited institution with a minimum cumulative GPA of 3.0 out of 4.0
- Successful completion of undergraduate/ university level courses in research and statistics
- Current R.N. licensure
- Students in the MSN program are encouraged to maintain employment as a licensed Registered Professional Nurse in the U.S. International students must be eligible to obtain and maintain valid employment authorization from the United States Citizenship and Immigration Services (USCIS) following admission to the program
- Recommendations from three people who can attest to the applicant's professional and clinical nursing performance
- Personal statement: In one- to two pages, describe your professional goals, view of leadership in nursing and how graduate nursing study at Elmhurst University will support achievement of these outcomes
- A current resume documenting the applicant's work history, including levels of responsibility, areas of professional growth, and prior professional educational experiences
- University level communication skills including oral, written, and computer-based skills

Appendix E: RN-MSN Admission Requirements

The RN-MSN option is designed for registered nurses (RNs) with baccalaureate degrees outside nursing. The following is a statement of requirements for the RN-MSN Option.

Admission Requirements:
Admission requirements include all stated requirements for the Master of Science in Nursing program, as well as some additional requirements for this entry option:
- Applicants for the MSN program must hold
  - Baccalaureate Program (BS or BA)   GPA   3.0 on a 4 point scale
  - ADN Program   GPA   3.0 on a 4 point scale
- Clinical practice in last 2 years (1-year full-time equivalent)
- Recommendations from three persons who can attest to the applicant's professional and clinical nursing performance. One must be from the applicant's current clinical supervisor

Prerequisite Courses:
Successful completion of undergraduate/university level courses in the following areas:
- Statistics
- Research
- Health Assessment (or must demonstrate competency)

Appendix F: Post-Master's Certificate: Nurse Educator

The Post-Master's Certificate for Nursing Education is designed to provide nurses with a master's or doctoral degree in nursing with knowledge and skills to be effective nurse educators. This program includes didactic as well as clinical experiences to promote competency as an educator in a variety of roles in academic or health care settings.

The three-course sequence (9 semester hours) is offered over January and Spring term and includes a clinical residency. The residency (up to 180 contact hours) includes a synthesis project and a structured experience to be mentored by a master teacher in the student's area of interest. Upon completion of the Post-Master's Certificate, the student will have met the educational requirements to be eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator examination. Additional NLN requirements related to teaching experience may be completed upon completion of the program. The policies, procedures and information contained in this *Handbook* apply to Post-MSN Certificate students.

Admission Requirements:
- Master's or higher degree in nursing
- Official transcripts from master of science or doctoral degree in nursing program
- Work experience in nursing within past 5 years
- Goals statement: one to two-page essay describing personal and professional goals and how the nurse educator certificate at Elmhurst University will enable the achievement of those goals.
- A current resume documenting the applicant's work history, including levels of responsibility, areas of professional growth and prior professional experience.

Program of Studies:

Course No	Course Name	Sem. Hours	Credits
NRS 532	Technology in Health Care Education and Practice	3	.75
NRS 533	Curriculum Development and Evaluation for Nurse Educators	3	.75
NRS 534	Residency: Clinical Leadership in Nursing Education	3	2.25
	TOTAL	9	3.75

Appendix G: Graduate Nursing Course Descriptions

Refer to the [Elmhurst University Catalog](#) for pre-requisites for all courses.

NRS 501   Theories in Nursing and Clinical Leadership
Establishes the framework for advanced nursing and clinical leadership role. Concepts, theories and principles from nursing and related disciplines are examined from a systems perspective. The application of theory in ethical practice is explored to promote optimal outcomes and clinical leadership.

NRS 502   Health Care Systems: Organization, Policy and Finance
Examines the structure, function, and forces that shape U.S. and global health care delivery systems. Explores current and emerging technologies to support safe practice environments that optimize patient safety, cost effectiveness and health outcomes for individuals and populations. Identifies policy decision making in relation to advanced nursing role. This course provides essential content to exercise clinical leadership in inter-professional teams in health care organizations and to advocate for individuals, diverse populations and the discipline of nursing.

NRS 503   Applied Research for Clinical Leadership
Provides the foundation for decision making in advanced nursing and clinical leadership. Emphasis is placed on generating problem focused questions that are relevant to practice with populations. Skills and competencies in informatics, research design and statistical analysis are enhanced. Systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes are addressed. The relationship of the role of a clinical leader in evidence-based, ethical practice is examined.

NRS 504   Clinical Prevention and Population-Based Practice
Develops a population-based framework for health promotion and disease prevention. Epidemiological principles are examined. Concepts related to health and disease, burden of illness, vulnerable populations, and cultural diversity are addressed. Population-based data are analyzed. Application of evidence-based methods in clinical intervention with a select population is examined. Inter-professional practice and ethical considerations in health care are explored.

NRS 507   Professional Perspectives in Nursing I
Examines the role of the CNL in addressing issues of quality improvement and safety in health care delivery systems. Advocacy and accountability for safe, quality, patient-centered care within standards of nursing practice is stressed.

NRS 508   Foundations for Professional Nursing Practice
Examines knowledge, skills and attitudes essential to professional nursing practice with individuals, families and populations across the lifespan. Clinical reasoning skills for the professional nursing role are developed using the concepts of quality, safety, evidence-based practice and patient-centered care within the health-illness continuum. Ethical principles and social determinants of health are introduced as framework for professional nursing practice. Clinical practicum/lab provides opportunity for application of these concepts as a provider of care in a variety of health care systems.

NRS 509   Adult Health I: Alterations Across the Lifespan
Focuses on theories, principles, and processes for the adult population experiencing health problems within priority areas of care. A systems framework is used to discuss clinical prevention and patient centered care for select care issues. Utilize knowledge of illness and disease management to support evidence-based decision making as a provider of direct care. Beginning leadership skills and ethical practice in promoting optimal care outcomes are fostered in an advanced nursing role.

NRS 510   Adult Health II: Alterations Across the Lifespan
Focuses on theories, principles and processes for care the adult population experiencing health problems. A systems framework facilitates integration of knowledge from previous nursing and science courses. Knowledge of illness and disease management to support evidence-based decision-making as a provider of care. Application of critical thinking and clinical judgment supports progressive decision-making in promoting optimal outcomes of the adult population in advanced nursing roles. Clinical leadership for patient care practices and delivery are fostered in the coordination and evaluation of care.

NRS 511   Adult Health III: Complex Health Alterations Across the Lifespan
Patient-centered nursing care for the management of clients with complex health problems is addressed in a variety of settings. Selected complex health alterations are used as the context within concepts of case management, care transition and discharge planning. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts. Emphasis is on increasing leadership, collaboration in inter-professional teams, and ethical practice.

NRS 512   Clinical Prevention and Population Health
Individual, community and population centered care using the Clinical Prevention and Population Health Framework is addressed. Principles of teaching, learning and health promotion to design, implement and evaluate health education are examined. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts. Professional nursing roles of advocate, clinical leader and educator within an interdisciplinary model are emphasized.

NRS 514   Mental Health Nursing
Examines patient and family centered nursing care for select psychiatric/ mental health conditions across the health-illness continuum. Students develop the professional roles of provider and designer/manager/ coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application of course concepts in a variety of health care systems.

NRS 515   Professional Perspectives in Nursing II
Examines the clinical nurse leader role in communication and care coordination. Skills in conflict management and team collaboration are explored. Emphasis is placed on leadership in the management of care at the microsystem level.

NRS 516   Family Health Nursing: Childrearing

Examines patient and family centered nursing care for select conditions and health alterations specific to children and families across the health illness continuum. Students develop the professional roles of provider and designer/manager/coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills, and attitudes and provides opportunity for application and synthesis of course concepts in a variety of health care systems.

NRS 517   Family Health Nursing: Childbearing

Examines patient and family centered nursing care for select conditions and health alterations specific to reproductive-age women, newborns, children, and families across the health illness continuum. Students develop the professional roles of provider and designer/manager/coordinator of nursing care using an evidence-based approach. Clinical practicum builds on previous knowledge, skills and attitudes and provides opportunity for application and synthesis of course concepts in a variety of health care systems.

NRS 520   Advanced Health Assessment

Focuses on the knowledge that is foundational for clinical decision making in an advanced nursing role. A systematic, patient-centered approach to health assessment across the lifespan is emphasized. Students develop skills in interviewing, history-taking and physical examination. Lab experiences provide the opportunity to demonstrate advanced assessment skills.

NRS 521   Foundations for Advanced Clinical Role

Provides the foundation for practice in an advanced nursing role. Advanced knowledge of health assessment, pathophysiology, and pharmacotherapeutics to support clinical reasoning is developed within an integrated learning model. The scope of content includes culturally diverse clients across the lifespan, and includes both didactic and laboratory learning experiences. Competency in advanced history taking and physical examination skills is developed.

NRS 523   Clinical Leadership Role Development

Examines clinical leadership in an advanced nursing role. Theories and skills to facilitate clinical leadership role development within complex systems are analyzed. Differentiation of roles in the health professions, certification and licensure are discussed. Professional role behaviors are examined, including group/team skills, advocacy, accountability, change, and ethical conduct.

NRS 524   Practicum: Advanced Clinical Role

Focuses on critical thinking and decision making for optimal outcomes with a select population across the care continuum. Evidence-based practice and ethical considerations in care management are analyzed. Communication and collaboration issues in a clinical leadership role are explored. A practicum of 150 clinical hours provides opportunity for application of and reflection on knowledge from core and select competence courses.

NRS 525   Advanced Pathophysiology

Provides the scientific foundation for practice in an advanced nursing role. Focuses on etiology, pathogenesis and clinical presentation of common disease processes across the life span. This course provides the scientific rationale for clinical decision making and care management.

NRS 526   Advanced Pharmacology

Focuses on major drug classifications, including indications, actions, interactions and side effects. Principles of pharmacokinetics and pharmacodynamics provide the foundation for an evidence-based, patient-centered approach to clinical decision making and care management across the lifespan. Includes selected clinical applications of advanced pharmacology with related pathophysiology using a case study model.

NRS 527   Epidemiology and Biostatistics

This course is an introduction to epidemiological and statistical knowledge and skills that are fundamental to an advanced nursing role. Concepts essential for evidence-based practice, clinical prevention and population health are covered.

NRS 528   Research and Evidence-Based Practice

Provides the foundation for evidence-based decision making in the advanced role of clinical nurse leader. Knowledge of research design and essential competencies related to research in professional nursing are developed. Retrieval and systematic appraisal of evidence and the application of evidence to foster change and achieve optimal outcomes in nursing practice are addressed.

NRS 530   Professional Perspectives in Nursing III

Focuses on transition of the graduate for entry into the profession in the advanced nursing role. Emphasis is placed on clinical reasoning and ethical principles needed for professional nursing practice. Structured to provide comprehensive review preparation for licensure and certification exams demonstrating synthesis of knowledge from the program curriculum.

NRS 531   Leadership in Systems and Organizations

Focuses on the leadership role of the professional nurse as a clinical nurse leader. Role transition is supported by examination of the front-line clinical competencies of nursing leadership, clinical outcomes management, and care environment management at the microsystem level. Integration of systems theory, change theory, leadership and management theories, and social responsibility in professional nursing practice is emphasized. Organizational, economic, regulatory and interpersonal factors that impact nursing practice are explored. Skills in coordination, delegation, management and utilization of resources are addressed. Students analyze essential patient advocacy and education competencies to ensure delivery of quality care as a professional nurse. Prerequisite: Concurrent enrollment with NRS 540.

NRS 532   Technology in Health Care Education and Practice

The course focuses on the effective and efficient use of technology to identify, collect, process and manage healthcare information to support quality and safety in professional healthcare practice in the advanced nursing role. Builds on concepts of technology-based health applications and the use of genetics and genomics which support evidence-based practice and patient-centered care and the exploration of ethical and legal areas of concern within a variety of healthcare settings. Dual Listed with NRS 704.

NRS 533   Curriculum Development and Evaluation for Nurse Educators

Examines the relationship between curriculum design, course development, and outcomes. Curriculum development, including mission, philosophy and stakeholders, is explored from the perspective of the nurse educator role. Systematic processes for program assessment are examined. Standards from external accreditation agencies and ethical and legal issues unique to education, evaluation and the profession of nursing are discussed.

NRS 534   Residency: Clinical Leadership in Nursing Education
Designed as a capstone experience, with opportunities to synthesize the knowledge and skills developed throughout the program. The student is mentored by a master teacher to develop expertise in the nurse educator role in a setting that is an area of interest. Settings include academic nursing programs, secondary and tertiary health care agencies, and community based primary care organizations. Student completes up to 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation.

NRS 536   Advanced Topics in Nursing Administration and Management
NRS 536 focuses on strategic thinking for implementation of a leadership role in nursing administration. Emphasis is placed on competencies and decision making related to communication and relationship management; professionalism; leadership; knowledge of the healthcare environment; and business skills and principles.

NRS 537   Residency: Clinical Leadership in Nursing Administration
Designed as a capstone experience with opportunities to synthesize the knowledge and skills developed throughout the program. Residency is a mentored experience with designated preceptors in sites consistent with the student's practice interest and which support full implementation of a clinical leadership role. Settings include secondary and tertiary health care agencies and community based primary care organizations. Students complete 180 clinical hours in this residency. Seminar is structured to explore issues and reflect on role implementation.

NRS 538   Management of Clinical Outcomes
Focuses on management of outcomes for individuals and populations. Health care systems are analyzed at the point of care to anticipate client risk, identify patterns of problem occurrence, target areas in need of intervention and examine cost. Skills are developed in microsystem assessment and in the use of information systems and technology. Outcomes related to quality, risk and cost are reviewed in relationship to benchmarks. Recommendations for changes in practice for optimal outcomes are explored.

NRS 540   MENP: Clinical Nurse Leader Residency
Designed as a capstone experience to synthesize knowledge and skills of professional nursing practice developed through the program and integration of the clinical nurse leader role. Focuses on clinical leadership in lateral integration of care at the point of care to promote optimal outcomes. Residency is a precepted clinical immersion experience. Residency supports implementation of clinical nurse leader role functions including advocate, health professional, team manager, information manager, system analysis/risk anticipator, clinician, outcomes manager and educator. Designated clinical faculty maintain frequent communication with students and assume responsibility for assessment and evaluation of

student clinical experiences and competencies. Students complete 360 clinical hours. Prerequisites: successful completion of all previous coursework with concurrent enrollment in NRS 530 and NRS 531 and consent of program director

NRS 540   MSN Residency: Clinical Leadership in the Care Environment
Designed as a capstone experience with opportunities to synthesize knowledge and skills developed throughout the program. Focuses on clinical leadership in providing lateral integration of care at the point of care to promote optimal outcomes. Residency is a mentored experience with designated preceptors in sites consistent with the student's practice interest and which support full implementation of the clinical nurse leader role. Clinical nurse leader role functions include client advocate, health professional, team manager, information manager, system analyst/risk anticipator, clinician, outcomes manager, and educator. Residents completes 360 clinical hours.

Appendix H: Portfolio Guidelines and Evaluation Criteria

During the NRS 534/NRS 537/NRS 540 residencies, students will develop a portfolio that contains graduate student work that exhibits achievement of program outcomes. The purpose of the portfolio is to promote synthesis of knowledge, demonstrate graduate program outcomes, and foster reflective thought and self-assessment regarding practice as a MSN nurse.

This comprehensive document is submitted to faculty as a requirement of residency. Students' portfolios will be evaluated as satisfactory/unsatisfactory on the following criteria:

- Sample documents provide evidence related to each of the eight program outcomes.
- Discussion provides critical analysis of how sample documents relate to the program outcomes.
- Reflection offers students' perspective on how knowledge and skills have increased or changed with the master's degree program experience.

Instructions:
The portfolio should include a narrative section and a section of appendices with examples of supporting documents.

The narrative section should include the following and not exceed 14 pages:

1. **Introduction:**
   - Brief description of graduate student's academic and professional experiences at time of entry to the graduate nursing program.
   - Overview of the portfolio and purpose statement.

2. **Body of work**:
   - For each of the five program outcomes, provide two-three examples/supporting evidence <u>from different courses</u> of your own work that provide evidence of meeting that outcome.
     - Supporting documents may be philosophy statement, written papers, search strategies, journals or other course products.
     - It is strongly encouraged to select supporting documents from both year one and year two of the program to demonstrate achievement of the program outcome.
     - A single document may support more than one program outcome; however, one document can only be used twice.
   - For each program outcome, provide a bullet point with the program outcome and subsequent bullets that list the course name, course number, and assignment name.
   - Using your examples, provide analysis of how each program outcome was met.

3. **Self-reflection**:
   Purposes of the Master of Science in Nursing Program
   - *Prepare graduates with advanced nursing knowledge and skills for practice with individuals and populations.*
   - *Prepare graduates to assume clinical leadership roles in nursing.*
   - *Provide the foundation for doctoral study*

   This section (self-reflection) should be approximately three-four pages, discuss your perceptions of change and growth in your scholarship, skills, and development as a clinical leader related to your Elmhurst University graduate experience. Address the following in your reflection:

- How have your goals changed as a result of your experience in the graduate program? (may compare to earlier goal statements upon admission to program). Include any change in philosophy.
- How has your experience as an Elmhurst University graduate student influenced your professional practice?
  - For traditional MSN students: Think about and discuss how your practice as an MSN prepared nurse is different than as a BSN prepared nurse.
- How has your experience as an Elmhurst University graduate student influenced your future goals including personal sense of leadership?
- What metaphor would you use to describe your "lived experience" in the program?

4. **Presentation of document:**
   - Narrative portion of portfolio is a formal typed document evidencing scholarly thought and clear effective writing style (Double-spaced 12-point font, with use of subheadings and appendices, title page, and references as needed.)
   - Portfolio should be submitted electronically.
   - Narrative portion should not exceed the 14-page limit.

Portfolio Evaluation

The Residency Portfolio contains graduate student work that exhibits achievement of program outcomes. The following is the appraisal of the portfolio as evidence of achievement of the program outcomes. Student must average 3 or greater to be considered satisfactory.

Scoring Key:

Strongly Agree = 4	Agree = 3	Disagree = 2	Strongly Disagree = 1
Exceeds Expectations, Use as Exemplar	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations, Returned to Student for Revision

NAME:

INTRODUCTION AND BODY OF WORK	SA 4	A 3	D 2	SD 1
Document include an overview and purpose statement related to program outcomes.				
Documents provide evidence and critical analysis of how each program outcome was met.	**SA 4**	**A 3**	**D 2**	**SD 1**
• Synthesize liberal education and nursing knowledge within a systems framework for advanced nursing roles.				
• Utilize critical thinking and decision-making skills for optimal individual and population outcomes in advanced nursing roles.				
• Demonstrates professional values and standards in ethical practice with individuals and populations and to advance the profession of nursing				
• Implement evidence-based practice in advanced nursing roles with diverse populations				
• Demonstrate accountability and professional development for informed, reflective practice in advanced nursing roles				
• Analyze the organization, policy and financing of systems and their effect on individuals and populations for optimal outcomes.				
• Utilize effective communication, inter- and intra-disciplinary collaborative skills, and information technologies in advanced nursing roles.				
• Demonstrate leadership within systems to plan change and promote quality outcomes for individuals and populations.				

SELF REFLECTION	SA 4	A 3	D 2	SD 1
Document includes a reflection on how knowledge and skills have increased or changed during the graduate program. ✓ Addresses changes in goals. ✓ Addresses how experiences have influenced professional practice. ✓ Addresses how experiences have influenced future goals including personal sense of leadership. ✓ Includes metaphor to describe "lived experience".				

PRESENTATION OF DOCUMENT	SA 4	A 3	D 2	SD 1
Portfolio evidences scholarly thought, clear effective writing style, and professional presentation. ✓ Narrative portion is formal, typed document (12-point font, double-spaced, appropriate use of headings/subheadings, adheres to 14-page limit). ✓ Professional presentation (cover page, appendices, and references). ✓ Electronic copy of narrative section submitted to digital drop box.				

Appendix I: Appearance/Dress Code

General Clinical Requirements:
> Students will conform to appearance and dress code policies established by Elmhurst University MSN Program as well as the facility in which they have clinical practicum.
> - The student ID badge is to have the first name only.
> - The lab coat is to be the uniform white lab coat for Elmhurst University Department of Nursing and Public Health.
> - At no time during a practicum should the student display any insignia of another institution (e.g. nametag or institution patch on a lab coat). No students should wear an Elmhurst University /Department of Nursing and Public Health ID badge or lab coat when not in an assigned student practicum experience.
> - Business casual under the lab coat is required (no jeans).
> - Closed toes shoes are required.

> Students are expected to be well groomed and in neat, clean attire at all times
> - Clothes should fit properly so as to be professional and appropriate.
> - Hair style should reflect a professional appearance.
> - Student should follow clinical agency policy regarding the following:
>   - Jewelry
>   - Tattoos
>   - Hair color
>   - Fingernails/nail polish

General Classroom Requirements

Student classroom attire should be respectful of the community including peers, faculty and guest speakers. The specific classroom dress code is at the discretion of the individual faculty in creating a professional environment.

Appendix J: Student Expectations and Improvement Plan

Elmhurst
University

Student: _____

Faculty: _____

Date: _____

Beginning Date of Plan: _____   **Ending Date of Plan:** _____

Nature of the problem that requires follow-up:

_____ Removal from clinical area by agency

_____ Disrespectful or unprofessional classroom or clinical behaviors as reflected in the ***Professional Behaviors (Student Policies/ MSN Student Handbook)***

_____ Deficiencies in ***Professional Nursing Standards, Student Policies, and/or Graduate Nursing Student Handbook***

_____ Unprepared for class or clinical

_____ Unsafe clinical practice (e.g., medication errors, inability to perform skills, practice outside scope as a nurse or a student, patient safety violations, etc.)

_____ Inability to communicate effectively or appropriately with patients/clients, families, or staff

_____ Deficiencies in written work (class/clinical)

_____ Other: (please identify)

Nature of the problem that does not require follow-up:

_____ Absenteeism (Class/Clinical)

_____ Tardiness (Class/Clinical)

_____ Final course grade (Class/Clinical)

Expanded description of the problem(s):

Requirements for overcoming the problem(s):
What must student do (e.g., skills lab remediation, writing skills development, cease and desist tardiness/absenteeism/unprofessional/etc. activities, etc.)

Students Comments:

Signatures:
By signing below, I understand the nature of the problem or behavior, and agree with the remediation to correct this problem. I also understand that a copy will be placed in my academic file and provided to the Program Director.

Student_____ **Date**_____

Faculty_____ **Date**_____

Faculty notes on progress:
When an Improvement Plan is initiated and follow-up is required, the student and faculty should meet to evaluate progress. Record faculty notes regarding meetings below:

Outcome:
(e.g., satisfactory completion of Plan, continuation of Plan and why; initiation of new Plan and why; unsatisfactory completion of Plan and why, indicate referral to **appropriate office/committee as applicable.**

Appendix K: Social Media Policy
(Adapted with permission of Purdue University School of Nursing)

Purpose:
The Department of Nursing and Public Health supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The participation on social media sites is guided by policy. This policy applies to nursing students who engage in internet conversations for school-related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels of through social media.

General Information:
Social media are defined as mechanisms for communication designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, MySpace, SnapChat, Tik Tok, and Instagram.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional and university reputations.

As students you will want to represent the university in a fair, accurate and legal manner while protecting the brand and reputation of the institution.

When publishing information on social media sites remain cognizant that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. As one person remarked, "If you wouldn't put it on a flier, carve it into cement in the quad or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."

Policy:
- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the university. For guidance, visit the site or seek consultation through the Department of Nursing and Public Health.
- Do not use marks, such as logos and graphics, on personal social media sites. Do not use name to promote a product, cause or political party or candidate.
- Use of the logos and graphics for university sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinical, use of devices employed for social media will be used only as authorized by faculty. Cell phones should be silenced at all times.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of computers or other digital devices during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.

- No student shall videotape professors or fellow students for personal or social media use without the express written permission of the faculty or fellow student. At NO time shall patients/clients by videotaped or photographed without written permission of other patient/client and of the facility.
- Be aware of your association with online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point, you should neither claim nor imply you are speaking on the university behalf unless you are authorized to do so in writing.
- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, others' privacy and confidential information.

Procedures/Considerations:
- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a student through postings and personal web pages, you are connected to your colleagues, clinical agencies and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable university privacy and confidential policies.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches of job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

Consequences:
- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Appendix L: INFORMATION & STATEMENT OF UNDERSTANDING DOMESTIC CURRICULAR TRAVEL

The Domestic Curricular Travel form can be found on Complio.

STUDENT INFORMATION
(Pre-filled.)

EMERGENCY CONTACT
If my emergency contact cannot be contacted, I authorize Elmhurst University to take such emergency action as deemed necessary.

GENERAL RELEASE
I acknowledge that I am voluntarily participating and am aware of the conditions and responsibilities of the above-mentioned activity/event. I recognize and acknowledge that there are certain risks of physical injury and I agree to assume that full risk of any injuries, including death, damage or loss which I may sustain as a result of participation in such activity/event. I hereby waive, release and relinquish any and all rights, claims, demands, causes of action, present or future, whether known, unknown, anticipated or unanticipated I may have against Elmhurst University, its employees, agents, trustees, and officers arising from my participation in the activity/event. I further agree to indemnify and hold harmless and defend Elmhurst University and its officers, agents, trustees, and employees from any and all claims resulting from injuries, including death, damages, and losses sustained by me and arising out of, in connection with, or in any way associated with the activities of the activity/event that are beyond the control of the University, its agents or employees.

HEALTH INSURANCE INFORMATION (*You will be asked to upload a front/back view of your insurance card*)
I have sufficient health, accident, disability and hospitalization insurance to cover me during my activities; I further understand that I am responsible for the costs of such insurance and for the expenses not covered by this insurance, and I recognize that Elmhurst University does not have an obligation to provide me with such insurance. I acknowledge that all costs resulting from injury will be borne by me and my family and not the University or clinical agency.
Information collected: Name of Insurance Carrier, Insurance Policy # and Carrier Phone #

PERSONAL CONDUCT
I understand that the responsibilities and circumstances of any form of student involvement requires a standard of professional decorum. Therefore, I indicate my willingness to understand and adhere to values of Elmhurst University, to conduct myself with integrity, fairness, respect, and responsibility, and adhere to the expectations conveyed in the E-Book Student Handbook and the Student Handbook for the Master of Science in Nursing Program. I agree that should any University official, professor, employee of the clinical agency, or other students participating in the event/activity deem my conduct inappropriate, my future participation in off campus events/activities is jeopardized and I will immediately cease my involvement with the said activity and be returned to campus at my own expense.

UNDERSTANDING
I certify that the above information is correct and that I agree to comply with these policies in all current and future nursing courses in which I am enrolled.
Digital Capture of Student's Signature

Appendix M: Department of Nursing and Public Health Reportable Event

Elmhurst University

```
┌─────────────────────────────┐
│      Reportable Event*       │
└─────────────────────────────┘
```

Instructor Name: _____

Date:_____   **Course number:**_____ **Time of Reportable Event:** _____

Place of Reportable Event:_____

Reportable Event: (who was involved? Place an X by as many individuals or groups indicated)

           Student(s)   _____

           Faculty   _____

           Healthcare Staff   _____

           Patient(s)   _____

           Other (identify by role)   _____

If Exposure to Bloodborne products, were Agency and DCN policies followed?

          Yes _____   No _____

Explain:_____

_____

_____

If an error occurred in nursing care (med error, treatment error, patient fall, etc), were the Agency policies followed?

          Yes _____   No _____   Comment _____

Explain _____

Briefly described the nature of the Reportable Event:

If yes to either question above, how could this event have been prevented?

Check these following contacts as applies to this event:

       Met with student(s) (identify by name)   _____

       Notified Course Director (identify by name)   _____

       Notified Program Director   _____

       Notified Student(s) of Referral   _____

       Other: (identify)   _____

Instructor Summary of Reportable Event:

.

Instructor Name: Date   Time

*Examples of Reportable Events include, but are not exclusive to, medication errors, student illness or fainting / impairment / injury / allergic response or professional concerns.

PLEASE RETURN COMPLETED REPORTABLE EVENT FORM TO PROGRAM DIRECTOR

Appendix N: Distance Program Online Exam Guidelines

For these guidelines, exams also include quizzes.

1. Exams
   a. All exams for each course <u>must</u> be completed.
   b. Exams will be in Blackboard Respondus with camera monitoring. Make sure to download Respondus to your computer.

2. Preparing for an exam
   a. Select a location where you will not be interrupted.
   b. Before starting the exam, know the time allotment for the exam. Allow sufficient time to complete your exam.
   c. Verify Wi-Fi connectivity and speed prior to the exam. It is important to complete the practice quiz on Blackboard. No hats, hoodies, Bluetooth devices, earbuds, ear plugs, or watches may be worn.
   d. Turn off all mobile devices, phones, smart watches, earbuds, etc., and place them in another room.
   e. No outside resources, including, but not limited to cell phones, books, notes, tablets, iPod, headphones, music, TV's are allowed on your desk or in the room where you are taking an exam.
   f. Laminated paper and a dry erase marker may be on the desk. Show the camera both sides of the laminated paper during the environmental scan.
   g. Erase the laminated paper on camera at the end of the exam
   h. A clear water bottle without writing is permitted during the exam. Food is <u>not</u> permitted unless previously discussed with course faculty.
   i. Have a photo id to show before you begin your exam.
   j. The area should be well lit, with the light on in **front** of you not behind. Overhead and string lights should not be on as these can obscure facial features.

3. Accessing Respondus
   a. Close all programs that are open.
   b. Clear device browser history.
   c. If you receive a message that a program is still open even though it is not, restart your computer.
   d. Do **not** access the exam from an announcement in the activity stream.
   e. Your laptop needs to be placed on a table or desk during the exam. Do not take the exam on the floor, in bed, or on a couch.
   f. You will be unable to exit the exam until all questions are completed and submitted.

4. Taking your picture
   a. Take your photo in the same position that you will take the exam. Your head and neck should fill the frame. There should not be a lot of empty space above your head. Adjust your seat or laptop to maintain this position throughout the exam.
   b. If your facial features are dim or cannot be seen, adjust the lighting to be in front of you, not behind.

5. Environmental scan
   a. Students must do a 360-degree environmental scan before starting the exam.
   b. During the environmental scan provide a clear video of your entire work area.

  c. After showing your photo id, turn your head from side to side to show your ears are free of earbuds and show both your wrists to show you are not wearing a smart watch.

  d. Failure to perform an environmental scan properly may result in a violation of exam procedures and a grade of zero on the exam.

  e. View the video to see a proper environmental scan: https://www.youtube.com/watch?v=N81YiIcNq1Y

6. During the Respondus exam

  a. Remain at your desk or workstation for the duration of the exam (unless previously discussed with the professor).

  b. Your microphone and camera must stay on during the exam.

  c. Questions will be delivered one at a time. You will NOT be able to go back to a question after you have submitted it.

  d. The font size can be increased or decreased by clicking on the i in the circle at the top of the exam in Respondus. This can be done at the beginning or during the exam.

  e. Keep your eyes focused on the computer screen during the exam.

  f. Using a touch screen or scrolling before the answer locks in may change your answer. Click on the white part of the screen before scrolling. (Better to lock the scrolling feature and use the mouse)

  g. Talking or whispering to yourself, to another person or by another person is NOT permitted during an exam.

  h. The exam is timed, and the clock runs continuously. If you get disconnected, the clock still runs.

  i. Your face needs to be well positioned in the video window and clearly visible during the exam. Do not lean into the video.

  j. Respondus will notify you if your face is out of frame. Do not click "Do not show this message again" because you will not know that you are out of frame and will not be able to correct it. This may jeopardize your exam grade and may result in a grade of zero on the exam.

  k. To see how many questions are on the exam or how many questions are left, click on Question Completion Status. Completed question numbers will be gray.

  l. If your screen freezes for more than 2 minutes, hold down Control, Alt, & Delete at the same time and log out of the computer or just shut down your computer. When you restart your computer and Respondus, it should allow you to start where you left off. Remember that the timer keeps running.

7. Contact your professor, faculty course manager, or Dr. Schumacher (ruth.schumacher@elmhurst.edu) if you have any issues when testing.

8. If you must complete more than one exam in Respondus, you must shut down and restart Respondus between each.

9. For all exams, if a student requests accommodation, the official accommodation must come from The Access and Disabilities Department. It is each student's responsibility to notify the professor of any accommodation at the beginning of the semester.

APPENDIX O: Elmhurst University Compliance with Federal Regulation 34 CFR 668.43

Pursuant to Federal Regulation 34 CFR 668.43 (a) (5) (v), following is a list of all states and whether Elmhurst University Department of Nursing and Public Health curriculum meets educational requirements necessary for graduates of the prelicensure programs to be eligible for licensure in that state.

State	Status	State	Status
Alabama	Meets	Montana	Meets
Alaska	Meets	Nebraska	Meets
American Samoa	Unable to determine	Nevada	Meets
Arizona	Meets	New Hampshire	Meets
Arkansas	Meets	New Jersey	Meets
California	Meets	New Mexico	Meets
Colorado	Meets	New York	Meets
Connecticut	Meets	North Carolina	Meets
Delaware	Meets	North Dakota	Meets
District of Columbia	Meets	Northern Mariana Islands	Meets
Florida	Meets	Ohio	Meets
Georgia	Meets	Oklahoma	Meets
Guam	Meets	Oregon	Meets
Hawaii	Meets	Pennsylvania	Meets
Idaho	Meets	Rhode Island	Meets
Illinois	Meets	South Carolina	Meets
Indiana	Meets	South Dakota	Meets
Iowa	Meets	Tennessee	Meets
Kansas	Meets	Texas	Meets
Kentucky	Meets	Utah	Meets
Louisiana	Meets	Vermont	Meets
Maine	Meets	Virgin Islands	Meets
Maryland	Meets	Virginia	Meets
Massachusetts	Meets	Washington	Meets
Michigan	Meets	West Virginia	Meets
Minnesota	Meets	Wisconsin	Meets
Mississippi	Meets	Wyoming	Meets
Missouri	Meets		

Handbook Review Policy

The Handbook Review Policy will be signed on Complio.

The Department of Nursing and Public Health [Prelicensure Option Handbook](#) and [Graduate Student Handbook](#) are published annually each fall. All statements and policies published in the Handbook are in effect for the time period published on the cover of the Handbook. The Department of Nursing and Public Health also follows the policies printed in the [Elmhurst University Student Handbook](#). Faculty reserve the right to change statements and policies during the year the Handbook is in effect, with the provision that students are informed in writing of any changes.

Your signature on this form indicates that you have access to the Student Handbook (referred to as the Student Handbook below) and understand your responsibilities with regard to policies, procedures and core information set forth in the Student Handbook, including the following.

- I understand that I am subject to the policies described in the Student Handbook and the guidelines for policies, procedures and core information set forth in the document.
- I understand that the Student Handbook policies, procedures and core information will be needed while I am enrolled as a student in the nursing program at Elmhurst University.
- I understand that these policies and procedures have been approved by the Department of Nursing and Public Health Faculty Committee and will be the basis for decision making with regard to student matters covered by the Student Handbook.
- I understand that the Nursing Faculty at Elmhurst University reserves the right to change any provision or requirement in the Student Handbook at any time within my term of attendance.
- I am responsible for being knowledgeable of policies, procedures, and information contained in the Student Handbook.
- I am responsible for adhering to the policies and procedures contained in the Student Handbook.
- I understand that the Student Handbook is available on the Elmhurst University website.

Digital Capture of Student's Signature