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Henry Predolin School of Nursing

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HEd T R EV Dolin School of Nursing (SoN) reflects the Mission of Edgewood College by locating professional nursing education within the context of a Catholic, liberal arts setting in the Dominican tradition. Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Students are educated in a dynamic interactive environment to be knowledgeable, accountable, responsible, ethical and culturally sensitive graduates who will become leaders in a changing and diverse healthcare environment.

PHILOSOPHY OF THE NURSING CURRICULUM
The faculty develops, implements, and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively, and exhibiting collegiality in the teaching-learning environment. Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

ACCREDITATION
The Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Wisconsin Board of Nursing and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

For more information regarding the Master’s program curricular alignment to AACN Essentials for Master’s programs, see MSN Essentials and Course Artifact Listing (Appendix A).
MASTER OF SCIENCE NURSING AND GRADUATE CERTIFICATE PROGRAMS

MISSION
The Master of Science in Nursing program is designed to develop nurses into leaders with advanced knowledge, humanistic values, and the ability to contribute to the changing, diverse health care environment. Advanced roles in nursing require further enhancement of critical thinking and decision-making skills as theory is translated into practice. The program provides individuals with the opportunity to pursue professional development within a scholarly environment.

PROGRAMMATIC OVERVIEWS
There are six Master of Science in Nursing degree concentrations offered ranging from 30-48 credits: Administration, Education, Clinical Nurse Specialist (CNS), Clinical Nurse Specialist in Adult Gerontology (CNS-AG), Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP), and Family Nurse Practitioner (FNP).^{1}

The Administration concentration is designed for individuals who are, or are planning on becoming, middle- to executive-level nurse leaders. Courses focus on health care policy, nursing delivery systems, resource management, and program evaluation. Complementary business courses provide the administrative foundation and opportunities for collaboration with students from other disciplines.

The Education concentration is designed for nursing professionals who want to be better prepared to teach clients, staff and students. It provides students with additional preparation in educational principles and theory to support them in their teaching roles. Courses focus on areas such as planning education programs or courses, and teaching strategies.

The Clinical Nurse Specialist (CNS) concentration is designed for nursing professionals seeking to foster skills that enhance their ability to advance the care of patients, families, groups of patients, and the profession of nursing. Curriculum is built upon the three spheres of influence (Patient, Nurse, System) model for CNS practice with courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, and advanced clinical practice preparing graduates as expert practitioners. Additional coursework focusing on enhancing knowledge of healthcare systems, leadership strategies, education methods, and applying evidence-based scholarship to practice prepare graduates as expert clinical educators and leaders.

The Clinical Nurse Specialist in Adult Gerontology (CNS-AG) concentration is designed for nursing professionals seeking to foster skills that enhance their ability to advance the care of middle-aged and older adult patients. Curriculum is built upon the three spheres of influence (Patient, Nurse, System) model for CNS practice with courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, differential diagnosis, adult-gerontology concepts, and advanced clinical practice preparing graduates as expert practitioners who work with the middle-aged and older adult population. Additional coursework focusing on enhancing knowledge of healthcare systems, leadership strategies, education methods, and applying evidence-based scholarship to practice prepare graduates as expert clinical educators and leaders. Graduates will be eligible to sit for the Adult-Gerontology Clinical Nurse Specialist-Board Certified (AGCNS-BC) exam.

The Family Nurse Practitioner (FNP) concentration is designed for nursing professionals seeking to expand their scope of practice to providing direct care for patients across the lifespan. Through didactic courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, and differential diagnoses as well as advanced practice clinical experiences, this program imparts the expertise needed to manage the primary health care needs of patients, families, and the community. Graduates will be eligible to sit for the Family Nurse Practitioner certification exam.

The Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) concentration is designed for nursing professionals seeking to expand their scope of practice to providing direct care for adults and geriatric patients. Through didactic courses in advanced pathophysiology, advanced physical assessment, advanced pharmacology, adult-gerontology concepts, and differential diagnoses as well as advanced practice clinical experiences, this program imparts the expertise needed to manage the primary

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^{1} Students are responsible for knowing their state’s licensing requirements and scope of practice regarding the CNS, CNS-AG, FNP, and AGPCNP roles. For more information on state-specific requirements, please visit: [https://nursinglicensemap.com/](https://nursinglicensemap.com/). AGPCNP and FNP students are also encouraged to visit: [https://www.nursinglicensure.org/articles/nurse-practitioner-license.html#state](https://www.nursinglicensure.org/articles/nurse-practitioner-license.html#state)
health care needs of adults, and geriatric patients in a variety of primary care settings. Graduates will be eligible to sit for the Adult Gerontology Primary Care Nurse Practitioner certification exam.

GRADUATE CERTIFICATES
The School of Nursing offers two graduate certificates: Administration and Education.

The Nursing Administration graduate certificate is designed for individuals who are, or are planning on becoming middle- to executive-level nurse leaders. Courses focus on managing in health systems, healthcare finance, administrative roles, business communication, and organizational behavior.

The Nursing Education graduate certificate is designed for nursing professionals who want to be better prepared to teach clients, staff, and students. It provides students with additional preparation in educational principles and theory to support them in their teaching roles. Courses focus on areas such as planning education programs or courses, and teaching strategies.

GOALS FOR THE DEGREE
The program will prepare advanced role (Administration & Education) and advanced practice (CNS & NP) nurses who will:

• Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
• Evidence leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective.
• Articulate methods, tools, performance measures, and standards related to quality, as well as apply quality principles within an organization.
• Apply research outcomes within the practice setting, resolve practice problems, work as change agents, and disseminate results.
• Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.
• Intervene at the system level through the policy development process and employ advocacy strategies to integrate and coordinate care.
• Act as a member and leader of inter-professional teams, communicate, collaborate, and consult with other health professionals to manage and coordinate care for individuals and populations.
• Apply and integrate broad, organizational, client-centered, and culturally-appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
• Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
• Apply management, leadership, and systems theory to the design and implementation of services in a health care system.
• Practice independently and collaboratively with an interprofessional team while delivering direct and indirect care services in various types of health care systems to promote health, prevent disease and improve the health status of diverse individuals, families, communities, and populations.
• Value life-long learning and continuing professional development.

GOALS FOR THE GRADUATE CERTIFICATE IN NURSING ADMINISTRATION
• Develop strategies to achieve quality outcomes in care delivery with respect to fiscal and human resources.
• Apply management, leadership, system, and chaos theory to the design and implementation of services in a health care system.

GOALS FOR THE GRADUATE CERTIFICATE IN NURSING EDUCATION
• Develop pedagogical strategies to promote holistic learning in individuals and groups with diverse educational backgrounds and developmental levels.
• Apply teaching/learning theory to the design, implementation, and evaluation of learning processes.
DEGREE CONCENTRATION REQUIREMENTS

Required courses for all degree concentrations include:

- NRS 600 Clinical Prevention: Assessment and Planning for Aggregates
- NRS 612 Theoretical Foundations of Role Development for the Nurse Leader
- NRS 625 Healthcare Systems and Policy
- NRS 665 Applied Statistics
- NRS 670 Evidence-Based Practice

Students completing the Administration Concentration will take the following additional courses:

- NRS 615 Healthcare Financing and Regulatory Environments
- NRS 635 Foundations of the Healthcare System
- NRS 645 Advanced Leadership Roles in the Healthcare System
- NRS 735 Nursing Practicum
- BUS Elective Business 601, 603, or 616

Students completing the Education Concentration will take the following additional courses:

- NRS 640 Curriculum and Instruction in Nursing
- NRS 675 Teaching Methodologies in Nursing Education
- NRS 701 Advanced Pathology
- NRS 702 Advanced Physical Assessment
- NRS 703 Advanced Pharmacology

Students completing the CNS Concentration will take the following additional courses:

- NRS 645 Advanced Leadership Roles in the Healthcare System
- NRS 675 Teaching Methodologies in Nursing Education
- NRS 680 Differential Diagnosis
- NRS 701 Advanced Pathology
- NRS 702 Advanced Physical Assessment
- NRS 703 Advanced Pharmacology
- NRS 711 Advanced Practice Clinical 1
- NRS 712 Advanced Practice Clinical 2
- NRS 713 Advanced Practice Clinical 3
- NRS 830 Health Systems Informatics

Students completing the CNS in Adult Gerontology Concentration will take the following additional courses:

- NRS 645 Advanced Leadership Roles in the Healthcare System
- NRS 675 Teaching Methodologies in Nursing Education
- NRS 680 Differential Diagnosis
- NRS 690 Caring for the Adult and Older Adult
- NRS 701 Advanced Pathology
- NRS 702 Advanced Physical Assessment
- NRS 703 Advanced Pharmacology
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<tr>
<td>NRS 830</td>
<td>Health Systems Informatics</td>
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Students completing the **FNP Concentration** will take the following additional courses:

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<tr>
<td>NRS 615</td>
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<tr>
<td>NRS 645</td>
<td>Advanced Leadership Roles in the Healthcare System</td>
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<tr>
<td>NRS 680</td>
<td>Differential Diagnosis</td>
</tr>
<tr>
<td>NRS 685</td>
<td>Caring for Individuals and Families Across the Lifespan</td>
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<tr>
<td>NRS 701</td>
<td>Advanced Pathology</td>
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<tr>
<td>NRS 702</td>
<td>Advanced Physical Assessment</td>
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<tr>
<td>NRS 703</td>
<td>Advanced Pharmacology</td>
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<tr>
<td>NRS 711</td>
<td>Advanced Practice Clinical 1</td>
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<tr>
<td>NRS 712</td>
<td>Advanced Practice Clinical 2</td>
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<td>NRS 713</td>
<td>Advanced Practice Clinical 3</td>
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<tr>
<td>NRS 830</td>
<td>Health Systems Informatics</td>
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Students completing the **AGPCNP Concentration** will take the following additional courses:

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<tr>
<td>NRS 615</td>
<td>Healthcare Financing and Regulatory Environments</td>
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<tr>
<td>NRS 645</td>
<td>Advanced Leadership Roles in the Healthcare System</td>
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<td>NRS 680</td>
<td>Differential Diagnosis</td>
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<td>NRS 690</td>
<td>Caring for the Adult and Older Adult</td>
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<td>NRS 701</td>
<td>Advanced Pathology</td>
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<td>NRS 702</td>
<td>Advanced Physical Assessment</td>
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<td>NRS 703</td>
<td>Advanced Pharmacology</td>
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<td>NRS 711</td>
<td>Advanced Practice Clinical 1</td>
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<td>NRS 713</td>
<td>Advanced Practice Clinical 3</td>
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<tr>
<td>NRS 830</td>
<td>Health Systems Informatics</td>
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</table>
GRADUATE CERTIFICATE REQUIREMENTS

Students completing the Administration Certificate will take the following additional courses:

- NRS 615 Healthcare Financing and Regulatory Environments
- NRS 635 Foundations of the Healthcare System
- NRS 645 Advanced Leadership Roles in the Healthcare System
- NRS 735 Nursing Practicum
- BUS Elective Business 601, 603, or 616

Students completing the Education Certificate will take the following additional courses:

- NRS 640 Curriculum and Instruction in Nursing
- NRS 675 Teaching Methodologies in Nursing Education
- NRS 701 Advanced Pathology
- NRS 702 Advanced Physical Assessment
- NRS 703 Advanced Pharmacology
- NRS 735 Nursing Practicum

COURSE DESCRIPTIONS

NRS 600 Clinical Prevention: Assessment & Planning
Study of program planning processes for high risk and underserved aggregates. Methods of population-focused health assessment are emphasized.

NRS 612 Theoretical Foundations of Role Development for the Nurse Leader
Introductory course leading to the preparation of professional nurses to assume leadership roles in a variety of health care settings. Content areas include Principles of Leadership, Quality Improvement and Safety, Health Policy and Advocacy, and Organizational Systems Leadership.

NRS 615 Healthcare Financing & Regulatory Environments
Study of the financing, accounting and management of the US health care system. Regulations and reimbursement, accounting principles, analysis of financial statements, cost analysis, staffing, and budgeting are examined.

NRS 625 Healthcare Systems & Policy
Study of organization and financing of health care. Students examine the impact of policies as they influence quality and cost effectiveness of health care.

NRS 635 Foundations of the Healthcare System
Study of the management of comprehensive nursing systems within a collaborative, inter-professional environment. Health services delivery, informatics, and quality improvement systems are examined.

NRS 640 Curriculum & Instruction in Nursing
Examination of the philosophical and historical influences in nursing education within a contemporary context for curricula development. Pedagogical frameworks for designing and implementing instructional experiences are used to develop curricular objectives, select and organize content, and plan program evaluation strategies.

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2 MS in Nursing students planning to continue on for a DNP may take NRS 810 in place of NRS 600. NRS 810 satisfies degree requirements for both the MS in Nursing and DNP degree.

3 MS in Nursing students planning to continue on for a DNP may take NRS 805 in place of NRS 615. NRS 805 satisfies degree requirements for both the MS in Nursing and DNP degree.
NRS 645 Advanced Leadership Roles in the Healthcare System
Study of advanced practice and nurse leader roles in managing resources within a health system to affect optimal care delivery and outcomes. Strategies for collaborative interprofessional team care coordination for individuals and populations are emphasized.

NRS 665 Applied Statistics
Instruction focuses upon the application of statistical methods and data analysis in the healthcare professions related to evidence-based practice.

NRS 670 Evidence-Based Practice
This seminar serves as an introduction to program evaluation, quality improvement, and research methodology. Conceptual & methodological frameworks used in evaluation are examined. As part of this course, students develop a proposal to evaluate a health care program.

NRS 675 Teaching Methodology in Nursing
Study of role development and practical methods for effective teaching. The selection, application, and evaluation of teaching tools and strategies in the context of health education, continuing education, staff development; classroom and clinical instruction is examined.

NRS 680 Differential Diagnosis
Course designed for family nurse practitioners to enhance assessment skills, formulate differential diagnosis, and develop therapeutic interventions for patients across the lifespan.

NRS 685 Caring for Individuals and Families Across the Lifespan
HOLD FOR COURSE DESCRIPTION

NRS 690 Caring for the Adult and Older Adult
This course focuses on health promotion for adults and older adults as well as the management of common acute and chronic health conditions encountered by this population. Students have the opportunity to build on previously acquired skills and to apply concepts of primary care to manage the complex health problems of the adult and older adult population.

NRS 701 Advanced Pathology
This course provides students with an understanding of advanced pathophysiology to aid in clinical decision-making.

NRS 702 Advanced Physical Assessment
This course integrates advanced knowledge, skills, and critical understanding necessary for the performance of a comprehensive physical assessment.

NRS 703 Advanced Pharmacology
This course prepares nurses for professional roles in advanced nursing practice with knowledge of pharmacological principles of medications commonly prescribed to prevent and/or manage adverse health conditions of patients across the lifespan.

NRS 711 Advanced Practice Clinical 1
Clinical practicum that immerses CNS, CNS-AG, FNP, and AGPCNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice nurse practitioners in activities expected of the role. The minimum requirement for this practicum is 167 hours.

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4 Students are expected to review specifics of Clinical Rotations for CNS, CNS-AG, FNP, and AGPCNP in their respective Clinical Supplemental Handbooks that follow this document’s Appendices.

5 Students in the FNP track must complete a minimum of 645 hours of Advanced Practice Clinical. Please see supplemental FNP handbook that follows this document for details regarding FNP Advanced Practice Clinical hours.
NRS 712 Advanced Practice Clinical 24
Clinical practicum that immerses CNS, CNS-AG, FNP, and AGPCNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice nurse practitioners in activities expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 713 Advanced Practice Clinical 34
Clinical practicum that immerses CNS, CNS-AG, FNP, and AGPCNP students into their respective role as an advanced practice nurse in the health care setting. Using the accumulated foundation of coursework, research and other evidence, students will manage illnesses in patients throughout the lifespan in a variety of clinical sites. Continuation of the application of primary prevention strategies and health maintenance will be incorporated into care. Students will be mentored by advanced practice nurse practitioners in activities expected of the role. The minimum requirement for this practicum is 167 hours.

NRS 735 Nursing Practicum
This combined seminar and practicum bridges theory and research with practice. Students will collaborate with instructors and preceptors to design practicum experiences that further their professional development as advanced practice nurses. Consent of instructor required.

NRS 830 Health Systems Informatics
Examining the optimization of information management and communication to improve the health of populations, communities, families, and individuals. Frameworks include regulatory, legislative, workflow, electronic health record, billing, and telehealth. Application in professional development, translational research, and bioinformatics (genomics) are explored.

Business Courses (Administration Concentration/Certificate)
BUS 601 Executive Communication
Theoretical and practical concepts underlying effective written and oral business presentations. Topics include key presentation skills, organizing an effective presentation, using audio-visual aids, responding to questions and objections, written reports and analysis, applications of group dynamics and use of the Internet.

BUS 603 Organizational Development and Behavior
Organizational Development and Behavior is the study of both the human behavior in an organizational setting and the operations related to organizational design and development. The purpose of this kind of study is to equip organizational leaders with the insight necessary to develop interpersonal relationships that will build teams, increase productivity, enhance the quality of work life, orchestrate change, improve employee retention, and augment communication. Topics in management including: Perception, Personality and Attitudes, Group Process: Building Teams, Communication, Orchestrating Change, Motivation, Empowerment, Leadership, Organizational Development, Quality Assurance, Performance Appraisals and Business.

BUS 616 Business Ethics
This interdisciplinary course explores and implements the critical thinking, communication, and managerial skills necessary for developing ethical organizations. The objective of this course is to design ethical organizations and create organizations of high integrity. In addition to learning book material about business ethics and social responsibility, students will explore the ethical performance of their own companies. The purpose of education is to transfer knowledge and develop ethical citizenry. Hopefully, both will be achieved.

BUS 789/NRS 820 Health Care Service and Clinical Quality6
Human resource management in healthcare, Continuous Quality Improvement (CQI), and principles of risk management; ethics, patient safety, claims management, and proactive loss control are examined. Strategies for interprofessional team effectiveness in quality processes, patient outcomes, and patient satisfaction are evaluated; benchmarking metrics are outlined. Prerequisite: admission to the DNP program.

6 Administration students are highly-encouraged to enroll in BUS 789/NRS 820 for their Business Elective as it satisfies both MS in Nursing and DNP degree requirements.
## MASTER OF SCIENCE IN NURSING PROGRAM CONCENTRATION COURSE SEQUENCES

### Concentration: Administration

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<td>NRS 600 (1st 8 wks.)</td>
<td>Clinical Prevention: Assessment &amp; Planning</td>
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<td>NRS 612 (1st 4 wks.)</td>
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<td>Healthcare Financing &amp; Regulatory Environments</td>
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### Fall (2nd year)

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<td>BUS Elective (2nd 8 wks.)</td>
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*Students may also take NRS 830 during the 1\textsuperscript{st} 8 weeks of Summer semester if preferred

**Adult Gerontology Concentration only

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## Concentration: Nurse Practitioner-Family

**Total Credits: 48**  
**Duration: 3 Years**

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|                  | NRS 600 (1\textsuperscript{st} 8 wks.)  
Clinical Prevention: Assessment & Planning | NRS 615 (1\textsuperscript{st} 8 wks.)  
Healthcare Financing & Regulatory Environments | NRS 612 (1\textsuperscript{st} 4 wks.)  
Theoretical Foundations of Role Development for the Nurse Leader | 3   |
|                  | NRS 625 (2\textsuperscript{nd} 8 wks.)  
Healthcare Systems & Policy | NRS 665 (2\textsuperscript{nd} 8 wks.)  
Applied Statistics | NRS 701 (2\textsuperscript{nd} 8 wks.)  
Advanced Pathology | 3   |
| **Total**        | **6**                             | **Total**                           | **Total**                           | **6** |
| **Year 1 Total Credits:** | **18** | **Year 2 Total Credits:** | **18** | **Year 3 Total Credits:** | **12** |

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|                  | NRS 830 (1\textsuperscript{st} 8 wks.)*  
Health Systems Informatics | NRS 645 (1\textsuperscript{st} 8 wks.)  
Advanced Leadership Roles in the Healthcare System | NRS 685 (1\textsuperscript{st} 6 wks.)  
Caring for Individuals and Families Across the Lifespan | 3   |
|                  | NRS 702 (2\textsuperscript{nd} 8 wks.)  
Advanced Physical Assessment | NRS 703 (2\textsuperscript{nd} 8 wks.)  
Advanced Pharmacology | NRS 680 (2\textsuperscript{nd} 6 wks.)  
Differential Diagnosis | 3   |
| **Total**        | **6**                             | **Total**                           | **Total**                           | **6** |

*Students may also take NRS 830 during the 1\textsuperscript{st} 8 weeks of Summer semester if preferred*

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Advanced Practice Clinical 1 | NRS 670 (1\textsuperscript{st} 8 wks.)  
Evidence-Based Practice | NRS 713 (12 wks.)  
Advanced Practice Clinical 3 | 3   |
|                  | NRS 712 (16 wks.)  
Advanced Practice Clinical 2 | NRS 712 (16 wks.)  
Advanced Practice Clinical 2 | NRS 712 (16 wks.)  
Advanced Practice Clinical 2 | 3   |
| **Total**        | **3**                             | **Total**                           | **Total**                           | **3** |

**Year 3 Total Credits:** **12**
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*Students may also take NRS 830 during the 1st 8 weeks of Summer semester if preferred

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Year 3 Total Credits: 12

**COURSE FORMAT**

**Didactic Courses**

Didactic courses are facilitated in a fully-online format and MOST often offered over an eight-week session comprised of eight individual modules. *Each module begins Wednesday (12:01AM CST) and concludes the following Tuesday (11:59PM CST).* At the discretion of the instructor, the first module may be available PRIOR TO the first Wednesday of the session and the last module may close AFTER the last Tuesday of the session. Typically, each module consists of presentations (powerpoint, recorded lectures, etc.), readings, and associated activities intended to foster instructor-student and student-student interaction. When a module requires students to submit an initial post followed by a response, the initial posting is due on Saturdays at 11:59PM CST and responses are due Tuesdays at 11:59PM CST. Students should read instructions for all activities early on in the module and, if needed, contact the instructor with questions by 11:59AM CST on the Friday of that module. In addition to weekly modules, most didactic courses require one or more larger-scope assignments (e.g., scholarly papers; projects). Students are responsible for adhering to course syllabi regarding expectations and due dates related to all course-associated exercises.

CNS, CNS-AG, FNP, and AGPCNP students must take a two-course series of advanced practice, population-specific, diagnostic courses (NRS 680 and 685 OR 690) taught over 6-week spans during the summer immediately preceding advanced practice clinical rotations (NRS 711-713).
Advanced Practice Clinical Courses
Advanced practice clinical rotations (NRS 711, 712, and 713) offer CNS, CNS-AG, FNP, and AGPCNP students the opportunity to apply theory attained in didactic courses to the clinical setting. Students in the CNS, CNS-AG, FNP, and AGPCNP concentrations are required to complete a minimum 645 hours of precepted clinical hours in practice settings as part of their program of study (distributed over three advanced practice clinical rotations [at least 645 hours per rotation]). Advanced practice clinical rotations span the full 16-week fall and spring semesters and 12-week summer semester. Advanced practice clinical courses are facilitated by both an Instructor of Record and Preceptor. The Instructor of Record facilitates the “theory” portion of the advanced practice clinical courses whereas the Preceptor oversees the “practice” experience for each student at the practice setting. Students are responsible for meeting all content objectives in “theory” course modules. Students should be prepared for the large volume of independent study that is required in the advanced practice clinical.

Practicum Courses
The practicum course (NRS 735) offers MS in Nursing students the opportunity to apply theory attained in didactic courses to their current and future practice. The practicum experience is a minimum of 180 hours over the 16-week semester (this hour requirement can be split between two or more sites/preceptors as the student’s contract outlines). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Master’s Education in Nursing), and are mutually agreed upon by the student, Instructor of Record, and Preceptor.

ONLINE CLASSROOM CONDUCT
Students are expected to attend and participate in all asynchronous modules. Students anticipating a missed or late module must notify the course instructor via email as far in advance as possible. The decision as to whether a missed or late module will be excused or accepted will be made on an individual basis and at the discretion of the instructor. Work obligations, vacation travel, and technical requirements do not excuse a student from their responsibility to cover any and all content required of the module or submit assignments as scheduled.

Faculty and Student Email Expectations
All course related email correspondence, including correspondence with faculty and clinical preceptors, should take place via BlackBoard and/or the Edgewood email system. All students must use their Edgewood College email address as their official email address. Students are responsible for checking email on a daily basis. Response to email is expected within 48 business hours.

Preview of Assignments Prior to Submission Deadline
Students are encouraged to review all assignment guidelines and rubrics prior to the submission deadline. Any specific assignment-related questions should be addressed to the course instructor via email in a timely fashion. Students may submit assignments prior to the submission deadline, however, they may not do so as an attempt to solicit formative feedback toward assignment improvement. Faculty reserve the right to allow only one submission of any given assignment.

Exams/Quizzes
Courses may have exams/ quizzes as part of the evaluation criteria. Students must read, understand, and adhere to individual course policy regarding exams/ quizzes.

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7 Students may wish to complete more than the required 500 hours of Advanced Practice Clinical. Arrangements for additional hours involve agreement between the Student, Preceptor, and Instructor of Record. Also, some clinical rotations may vary in hours but must equal at least 500 hours at the conclusion of NRS 713 (e.g., a Student may complete 200 hours in NRS 711 and then only need 150 hours in each NRS 712 and NRS 713). However, the Instructor of Record will ensure that hours are dispersed appropriately over each of the three advanced practice clinical rotations. Please note: FNP Advanced Practice Clinical hours must equal 645 hours at the conclusion of NRS 713.
POLICIES AND PROCEDURES FOR ADVANCED PRACTICE CLINICAL ROTATIONS (CNS, CNS-AG, FNP AND AGPCNP CONCENTRATIONS)

General Guidelines

Students are primarily responsible for identifying and initiating an agreement with their clinical preceptors and practice settings, but assistance is provided by both Faculty and the Clinical Coordinator as necessary. Once initiated, the Clinical Coordinator will formalize all necessary contractual agreements. Due to the potential extended period of time needed to establish a formal agreement between multiple parties (student, Preceptor, Edgewood College, practice settings), students must notify the Clinical Coordinator of their desired Preceptor and practice setting AT LEAST 90 days prior to the start of their experience via the CNS and FNP/AGPCNP Student Advanced Practice Clinical Preceptor Form (Appendix B-1 and B-2). Following this notification, students must anticipate follow-up communication from the Clinical Coordinator regarding site-specific requirements needing completion prior to beginning the rotation. Students must adhere to the requirements and deadlines communicated by the Clinical Coordinator. If Preceptor/practice setting guidelines are not completed by the specified date, students are at risk for not being able to remain in the next semester’s advanced practice clinical course. Preceptors and practice settings are subject to approval by the advanced practice clinical course’s Instructor of Record (in consultation with the clinical placement team) to ensure that assignments are based on the specific educational and credentialing needs of the student.

Once the Instructor of Record approves a student’s Preceptor and practice setting, the student:

1. works through the Clinical Coordinator to ensure that all documentation is complete and approved for the advanced practice clinical rotation.
2. drafts and submits their resume and objectives for the clinical experience to their Instructor of Record prior to the beginning of each advanced practice clinical rotation. Objectives must be measurable, realistic, and individualized. The Instructor of Record will review them and provide feedback BEFORE submission to the Preceptor.
3. drafts and submits a Preceptor Memorandum of Understanding form to their Instructor of Record to review, discuss, and approve (Appendix C).
4. schedules a meeting with the Preceptor to discuss resume, objectives for the clinical experience, schedule, and Preceptor Memorandum of Understanding form (this form must be signed by preceptor). In MOST cases, the mutually agreed upon schedule must lead to the accumulation of AT LEAST 167 hours each semester. Importantly, the School of Nursing recognizes that many students need to continue outside employment while completing advanced practice clinical rotations, however, preceptors and practice settings may not be able to accommodate students’ work schedules.
5. submits to Instructor of Record all necessary documentation for student file (final resume, objectives, schedule, and Preceptor Memorandum of Understanding form).
6. is responsible for meeting all compliance requirements prior to beginning their advanced practice clinical rotation. These compliance requirements include attendance at HIPPA classes, computer-training, fire and safety protocol, adhering to agency dress code, etc.

Once the advanced practice clinical rotation begins:

1. students are responsible for accurately and punctually documenting all advanced practice clinical hours into Typhon (Appendix D). Advanced clinical hours and documentation will be reviewed by the Instructor of Record. If the Instructor of Record has any concerns regarding documentation prior to approval, the student will be contacted. Students MAY NOT count travel time as part of their clinical hours. Hours can only be satisfied within the scheduled dates of the semester unless mutually agreed upon by the Instructor of Record, Preceptor, student, and practice setting. Students are responsible for paying the one-time registration fee for Typhon.
2. students are expected to punctually attend all clinical experiences. In the event a student is not able to attend a previously arranged clinical day, the student must notify the Instructor of Record and Preceptor/site as soon as possible. Additional scheduled hours will have to be arranged (be aware that preceptors are not compensated for their time and are under no obligation to make accommodations).
3. there may be an occasion to work with providers in the practice setting other than the assigned Preceptor. These opportunities may present themselves due to scheduling issues, Preceptor or Instructor of Record suggestion, Preceptor illness, etc. In these instances, the Instructor of Record must be notified and the experience must be noted on the clinical log (Typhon). Importantly, the majority of clinical hours should be spent with the primary Preceptor(s) in order for a comprehensive evaluation of clinical performance to be given.
4. the Instructor of Record will review students’ progress with preceptors to validate clinical competency. Additional hours may need to be completed should skills be deemed “lacking.”

5. students are responsible for additional expenses connected to advanced practice clinical rotations and should be anticipated and planned for in advance (e.g., parking, identification badges).

6. students are expected to provide their own transportation to and from the practice setting.

7. students must maintain an unrestricted RN licensure in the state of their practice setting.

Please note that students already employed in a practice setting MAY complete clinical precepted in the agency, but not the department in which they work. Moreover, the student MAY NOT assume the role of the student in that agency unless formally relieved of all employer-employee responsibilities during their scheduled precepted hours. During their advanced practice clinical rotations, students are expected to be precepted at all times and only act within the advanced practice nurse role denoted by their program (CNS, CNS-AG, FNP, AGPCNP). Engaging in non-advanced practice nursing roles during the advanced practice clinical rotation is not allowed.

The CNS, CNS-AG, FNP, and AGPCNP concentrations require that advanced practice clinical rotations adhere to the professional practice standards as identified by the ANCC credentialing body (see ANCC website https://www.nursingworld.org). Advanced practice clinical students are ideally paired one-to-one with either preceptors who hold certifications from ANCC or AACN as Clinical Nurse Specialists or Nurse Practitioners (AANP certification for Nurse Practitioners is also acceptable). Physicians or Doctors of Osteopathic Medicine (D.O.) will be considered as suitable preceptors on a case-by-case basis. Physician assistants will not be considered as potential (primary) preceptors.

The CNS, CNS-AG, FNP, and AGPCNP roles function in a multitude of practice settings. CNS, CNS-AG, and AGPCNP advanced practice clinical rotations are carefully coordinated between the student and Instructor of Record. In the case of practice settings for FNP students, the FNP Program Director directly reviews the appropriateness of the site with the Instructor of Record. In general, FNP practice settings are sites where the FNP is responsible for primary care. These practice settings include, but not limited to, Pediatrics, Women’s Health, and Family Practice. FNP students most typically will spend one advanced clinical rotation in each of these practice settings (with FNP Program Director approval, students may be allowed to accumulate hours in different practice settings [(e.g., Internal Medicine, Urgent Care]). Questions regarding the appropriateness of the site should be first directed to the Instructor of Record at least 90 days prior to the anticipated start of the advanced practice clinical rotation.

It is absolutely imperative that students familiarize themselves with their respective state’s guidelines regarding specific licensing requirements (which could potentially affect clinical needs in terms of hours and sites) and scope-of-practice regarding the CNS, CNS-AG, FNP, and AGPCNP roles. The following site serves as an excellent resource: https://nursinglicensemap.com/advanced-practice-nursing/, however, students outside the State of Wisconsin are highly encouraged to contact their State Board of Nursing for up-to-date information.

Advanced Practice Clinical Dress Code

Students are expected to wear appropriate professional attire for all advanced practice clinical experiences. Students may need to wear a lab coat* with a nametag at the site of their advanced practice clinical (lab coats can be purchased at the Edgewood College bookstore; nametags will be issued by the School of Nursing for a $10 fee). Some agencies may have other requirements for their dress code. Students should check with their advanced clinical preceptor and/or site to identify appropriate dress code.

The nametag will have the following lines:
1. Name and educational credentials (Ex. RN, BSN)
2. Henry Predolin School of Nursing, Edgewood College

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8 If the Instructor of Record determines that a student is not meeting course or clinical objectives or standards as outlined in the syllabus and clinical objectives, or if a clinical issue arises related to patient safety or professional practice, a conference will be held with the student to further explore the issue. Preceptors and Edgewood FNP faculty maintain the right to ask the student to leave the clinical site until any issue of concern is resolved. If an issue of concern is unable to be resolved, a conference with the Instructor of Record, Preceptor, Associate Dean for Nursing Graduate Programs, and the student will be held to determine next course of action (e.g., written warning, clinical probation, repeat all or part of clinical rotation, assign failing grade, program dismissal). Documentation with agreed upon outcomes will become part of the student record.
3. Student’s concentration (Ex., Family Nurse Practitioner Student)

*Note that some sites prefer students do NOT wear lab coats. Each student should check with the preceptor regarding attire. If lab coats are not required by the site, a name tag should be worn at all times.

**POLICIES AND PROCEDURES FOR PRACTICUM COURSE (ADMINISTRATION AND EDUCATION CONCENTRATIONS AND GRADUATE CERTIFICATES)**

Students are primarily responsible for identifying and initiating an agreement with their practicum Preceptor and site, but assistance is provided by both Faculty and the Clinical Coordinator when needed. Practicum preceptors should be either a Nurse Administrator or Nurse Educator dependent on the concentration. Once initiated, the Clinical Coordinator will formalize all necessary contractual agreements. Due to the potential extended period of time needed to establish a formal agreement between multiple parties (student, Preceptor, Edgewood College, practicum setting), students must notify the Clinical Coordinator of their desired Preceptor and practice setting AT LEAST 90 days prior to the start of their experience via the **MS in Nursing Student Practicum Preceptor Form** (See Appendix E). Following this notification, students must anticipate follow-up communication from the Clinical Coordinator regarding site-specific requirements needing completion prior to beginning the rotation. If Preceptor/practicum setting guidelines are not completed by date specified, students are at risk for not being able to remain in the upcoming practicum course. Preceptors and practicum settings are subject to the approval by the Instructor of Record for the practicum course (in consultation with the clinical placement team) to ensure that assignments are based on the specific educational needs of the student.

Once the Instructor of Record approves a student’s Preceptor and practicum setting, the student:

1. works through the Clinical Coordinator to ensure that all documentation is complete and approved for the practicum site.
2. drafts and submits their resume and objectives for the practicum experience to their Instructor of Record prior to the beginning of the practicum course. Objectives must be measurable, realistic, and individualized. The Instructor of Record will review them and provide feedback BEFORE submission to the Preceptor.
3. drafts and submits a **Preceptor Memorandum of Understanding** form to their Instructor of Record to review, discuss, and approve (Appendix C).
4. schedules a meeting with the Preceptor to discuss resume, objectives for the practicum experience, schedule, and Preceptor Memorandum of Understanding form (this form must be signed by preceptor). The mutually agreed upon schedule must lead to the accumulation of **AT LEAST 180** hours each semester (note that MSN-Education students must accumulate hours in both a nursing focused and an education focused experience). Importantly, the School of Nursing recognizes that many students need to continue outside employment while completing practicum rotations, however, preceptors and practicum settings may not be able to accommodate students’ work schedules.
5. submits to Instructor of Record all necessary documentation for student file (final resume, objectives, schedule, and Preceptor Memorandum of Understanding form).
6. students are responsible for meeting all compliance requirements prior to beginning their practicum experience. These compliance requirements include attendance at HIPPA classes, computer-training, fire and safety protocol, adhering to agency dress code, etc.
7. students completing practicum rotations outside of their licensed state are required to obtain a current license for the state in which they are completing their practicum.

Once the practicum begins:

1. students are responsible for accurately and punctually documenting all practicum hours into **Typhon** (Appendix D). Practicum hour documentation will be reviewed by the Instructor of Record and approved. If the Instructor of Record has any concerns regarding documentation, the student will be contacted. Students MAY NOT count travel time as part of their practicum hours. Hours can only be satisfied within the scheduled dates of the semester unless mutually agreed upon between Instructor of Record, Preceptor, student, and practice setting.
2. students are expected to punctually attend all scheduled practicum experiences. In the event a student is not able to attend a previously arranged practicum experience, the student must notify the Instructor of Record and Preceptor/site as soon as possible. Additional scheduled hours will have to be arranged (be aware that preceptors are not compensated for their time and are under no obligation to make accommodations).
3. there may be occasion to work with individuals other than the assigned Preceptor. These opportunities may present themselves due to scheduling issues, Preceptor or Instructor of Record suggestion, Preceptor illness, etc. In these instances, your Instructor of Record must be notified and the experience must be noted on the clinical log.
Importantly, the majority of practicum hours should be spent with the primary Preceptor(s) in order for a comprehensive evaluation of performance to be given.

4. the Instructor of Record will review students’ progress with preceptors to validate progress toward educational objectives. Additional hours may need to be completed should skills be deemed “lacking” (See Section entitled: Preceptor and Student Evaluation Process).

5. students are responsible for additional expenses connected to practicum experiences and should be anticipated and planned for in advance (e.g., parking, identification badges).

6. students are expected to provide their own transportation to and from the practicum experiences.

Please note that students MAY complete practicum hours at their place of employment, but not in the area they are employed. If a student is currently working in a nurse administrator or nurse educator role, the Preceptor should be at a level higher than the student’s level as students are encouraged to seek preceptors who will provide a mentoring opportunity and are appropriately prepared academically.

*Under no circumstances may the Preceptor be a family member or close friend of the student.*

**Practicum Dress Code**
Students are expected to wear appropriate professional attire during all practicum experiences. Some agencies may have other requirements for their dress code. Students should check with their advanced clinical preceptor and/or site to identify appropriate dress code.

**Preceptor and Student Evaluation Process**
Faculty will discuss students’ progress with preceptors throughout the semester to validate hours and completion of course objectives. The *Preceptor Evaluation of Student Performance* form (Appendix F) will be completed by practicum faculty, in consultation with the Preceptor at mid-semester and at the end of the semester. The Preceptor Evaluation of Student Performance will be completed by the Preceptor at the end of each practicum rotation.

Students will complete *Student Evaluation of Preceptor* (Appendix G) at the end of each practicum. Completion and submission of this documentation is needed to complete requirements of each practicum course each semester.

**CASTLEBRANCH (HEALTH REQUIREMENT AND BACKGROUND CHECK COMPLIANCE)**
Before entering either the Advanced Pracicum Clinical 1, 2, or 3 (NRS 711, 712, or 713) or Nursing Practicum (NRS 735), students must provide evidence of completing all compliance requirements for the School of Nursing and the practice setting as outlined in the *On-Boarding Requirements for Graduate Students* document (Appendix H). Compliance files are maintained by CastleBranch (Appendix I). The student is held responsible for accurately uploading their health information into CastleBranch by the established due date (dates may vary depending upon agency guidelines). It is further the student’s responsibility to submit any additional health-related documentation required by the agency where the advanced practice clinical or practicum is to be held (including proof of current physical examination). Associated fees for CastleBranch and any additional documentation required by the agency are covered by the student. Failure to comply with the student health policies will result in exclusion from advanced practice clinical or practicum, as well as possibly being dropped from the course.

Students are required to contact the Clinical Coordinator immediately with any change in their health status.

The SoN and all clinical agencies under contract to the SoN require that every student and faculty member submit to a background check. Background checks are initiated through the CastleBranch registration process. Students may also be required to complete additional background checks by the agency where the advanced practice clinical or practicum is to be held. Failure to submit to a background check will result in exclusion from the advanced practice clinical or practicum, as well as possibly being dropped from the course. Potential criminal background history concerns are addressed on a case-by-case basis.

Students are required to contact the Clinical Coordinator immediately with any change in their criminal background history.

Students are responsible for keeping all documentation updated as needed to complete their advanced practice clinical or practicum experience. Students should keep copies of these documents in a personal file so they are available if requested by their advanced practice clinical or practicum agency.
PROGRESSION

ACADEMIC ADVISING

Upon admission, students are jointly advised by both the Graduate Program Advisor and a faculty member.

The Graduate Program Advisor assists students in understanding the administrative and logistic components of the MS in Nursing program. The Graduate Program Advisor establishes a program plan in students’ initial meeting, maintains a complete record of each student’s program plan throughout their academic career, communicates policy changes, and makes referrals as needed. Students in the MSN program should consult with the Graduate Program Advisor every semester before registering for courses, or when their course plan changes.

Faculty advisors serve as all MS in Nursing students’ point-of-contact for educational and professional interests and concerns as well as initial clinical practicum discussions.

COURSE INFORMATION AND SCHEDULE

The majority of coursework for all MS in Nursing concentrations will be delivered in an online format (Practicum and Advanced Practice Clinical Courses require face-to-face meetings and in-practice hours). Most courses are offered over 8-week sessions. Summer semester courses are offered over 3-, 6-, and 8-week sessions. Clinical courses and practicum may run 16 weeks (fall and spring semesters) or 12 weeks (summer). Students should speak to the Graduate Program Advisor if they have further questions regarding the format of course facilitation.

Students may be able to complete the Administration or Education programs in two years by taking two courses each semester. Students may be able to complete the CNS, CNS-AG, FNP, AGPCNP programs in three years by taking two courses each semester. Although students meet with the Graduate Program Advisor to plan out their course sequences, their plans may change during their time in the program. The time to complete the MS in Nursing degree depends on the number of courses taken per semester and communicating with the Graduate Program Advisor regarding any changes in the course plan.

Students can enter the programs at the beginning of any fall, spring, or summer session.

ACADEMIC DATES AND REGISTRATION POLICY

Registration consists of course selection for the next semester, with the assistance of the Graduate Program Advisor as necessary. Registration has two distinct steps:

1. Registration
2. Payment of Fees

Registration is open prior to each fall, spring, and summer semester. Online registration is available to new and continuing students. Graduate students are held responsible for knowing the registration policies and procedures as printed in the Registration Guide.

Registration is complete when all fees are paid or payment arrangements are made with the Business Office. Credit may not be earned unless a student is properly registered and fees are paid. Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn.

Academic Dates and Deadlines
Students are held responsible for knowing and adhering to academic dates and deadlines regarding add/drops, refunds, and withdrawals as published by the Registrar:

https://registrar.edgewood.edu/academic-dates-and-deadlines

Add/Drop Policies
Students may use the online registration system to add or drop courses until the deadline has been reached. Students may also use the official Course Change Form obtained from the Graduate Program Advisor or the Office of the Registrar to add or drop a course. This form must be submitted to the Registrar’s Office before the student will be considered officially added or dropped from a class. All other changes in course registration follow a similar procedure. Failure to comply with the official Add/Drop procedure may result in a loss of credit or a grade of “F” for an unofficial drop from a course. Absence from classes or informing the instructor does not constitute withdrawal or dropping a course and will result in a failure for the course(s).
GRADE REPORTS
Grades may be viewed online.

Only graduate courses numbered 600 or above are used to determine a student’s cumulative and semester GPA. In accordance with College Policy, no grade below a C is applicable for meeting requirements for a graduate degree.

GRADING POLICY

A…………………………………………. 95-100%
AB……………………………………….. 90-94%
B…………………………………………. 85-89%
BC……………………………………….. 80-84%
C…………………………………………. 75-79%
D…………………………………………. 70-74%
F…………………………………………. 0-69%

INCOMPLETE GRADES
In accordance with College Policy, “incompletes” may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a “Request for Incomplete” to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar’s Office. The Request for Incomplete must be filed either before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or an emergency—a situation beyond the student’s control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of “A” to “F” must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar’s Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of “F” for the class.

ACADEMIC STANDING
There are three categories of academic standing for students enrolled in graduate programs at Edgewood College: good standing, probation, and dismissed.

Good Standing
An enrolled student in good standing is one who maintains a cumulative 3.00 GPA while enrolled in graduate courses.

Probation
An enrolled student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation.

Dismissed
A student on probation is dismissed if his or her cumulative GPA remains below 3.00 after completing nine additional graduate credits. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Students may also be dismissed for academic dishonesty.

Academic standing is posted at the close of each semester and is reported on the grade report for each student.

REPEATING A COURSE
Most courses cannot be repeated for additional credit. Only the most recent attempt at the course will be included in the GPA calculation even if the most recent attempt at a course results in a lower grade. The credits for a course are earned only once, provided at least one of the courses has a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken and the repeated course will be noted as “R” (repeated).
STOP-OUT STUDENTS

Stop-out students are previously admitted and/or enrolled students at Edgewood College who have stopped taking credit courses for an extended period, although most usually only stop-out for a semester or two.

Return Requirements

1. Stop-out students seeking to return to the MS in Nursing program after 3 or more semesters of non-enrollment simply need to contact the Graduate Program Advisor to fill out a re-entry form.
2. If the student had taken courses elsewhere while they were away from Edgewood College, they must submit official copies of their transcripts to turn in to Graduate and Professional Studies Admissions.

STUDENT RECORDS

During a graduate student’s enrollment at Edgewood College, the official file of records is kept by the Registrar’s Office. A copy of the student’s file may be maintained by the Graduate Program Advisor and the student’s faculty advisor. Official Edgewood College transcripts are maintained in the Office of the Registrar where copies may be obtained upon proper application.

Privacy of Student Records

The Family Educational Rights and Privacy Act (the Buckley Amendment) provides that, with certain explicit exceptions, students have the right to see their records (accessibility) and the right to determine who else will see their records (confidentiality). Detailed information about the provisions of the act and its implications on this campus may be obtained from the Edgewood College catalog.

WITHDRAWAL

Withdrawal is complete severance of attendance at Edgewood College. There are two types of withdrawal: student withdrawal and administrative withdrawal.

Fall/Spring and Sessions Student Withdrawal

A student may add or drop courses on Edgewood Express for seven calendar days after the start date of the term or session. After that add/drop deadline, a course must be added or dropped via a paper form. When adding courses via a paper form, instructor approval is required. Course drops are not permitted after the tenth week of a full-term course, or the fifth week of a session course.

Withdrawal does not remove the costs incurred that may apply for the semester in question. Refund schedules are published in the semester and summer session sections of the Registration Guide.

Withdrawal during summer session is governed by policies described in the summer session section of the Registration Guide.

Students who wish to drop their entire academic load should either obtain a Withdrawal Form or call Edgewood Central at 663-4300. Withdrawal forms are also available online from the Office of the Registrar’s Student Resource Page.

Administrative Withdrawal

Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn. There is a reinstatement fee. Appeals of Administrative Withdrawal should be made directly to the Edgewood College Business Office.

ACADEMIC APPEALS

Student appeals are limited to requests to continue in the major, or for grades that impact student progression in the School of Nursing. Any student who feels he/she has cause for appeal may initiate the appeal process.

Appeal Procedure

Prior to initiating the appeal process a student should make every effort to resolve the situation with the course faculty most immediately and directly involved. If the concern is unresolved, it is expected that the student will contact with the Graduate Program Advisor and his/her faculty advisor to explore other options.

1. If the student chooses to initiate the appeal process, he/she must submit a written letter requesting an appeal to the Dean of the School of Nursing. A written appeal must be filed with the Dean of the School of Nursing within 10
business days of the date of the letter notifying the student that s/he is being dismissed from the program, or the right to appeal is denied.
The student’s letter to the Dean must include the following information:
A. Precise grounds on which the appeal is based;
B. Circumstances associated with the appeal;
C. Rationale supporting the appeal, including student attempts to resolve the situation prior to requesting an appeal;
D. Description of proposed specific remedial actions to be taken to improve the student’s academic performance.

II. The Dean of the School of Nursing will submit the student’s request for an appeal hearing to the Chair of the Student Appeals Committee no later than five business days after receiving the request for the appeal.

III. Within five business days of receiving the appeal request, the committee will determine whether or not a hearing is justified.

IV. If a hearing is not granted:
A. The committee chairperson will provide written rationale to the Dean.
B. The Dean will then notify the student in writing of the final decision.

V. If a hearing is granted:
A. The committee chairperson will notify the student of the time, date, and location of the hearing. The committee will have access to the student’s record and to other pertinent written or verbal information such as the student’s advising file.
B. The student is encouraged, although not required, to attend the hearing which will result in a recommendation to the Dean concerning his or her progression in the nursing program.
C. If the student chooses to attend the hearing, s/he is permitted to bring one support person. The name and relationship of that person to the student must be furnished in writing to the committee chair at least two business days prior to the hearing. An Edgewood College Faculty member is not allowed to be a support person or to submit a letter of support.
D. During the hearing, the student will be invited to provide additional information to the committee or to answer specific questions from the Appeals Committee. Once the Appeals Committee has sought and received any needed clarification of the appeal, the student and support person will be excused while the committee goes into closed session for deliberation.
E. Audio-taping or videotaping any portion of the meeting is not permitted.

VI. The Appeal Committee’s recommendation for resolution of the student appeal will be forwarded in writing from the committee Chair to the Dean of the School of Nursing within 5 business days of the hearing.

VII. The Dean of the School of Nursing will consider the committee’s recommendation in making the final decision regarding the disposition of the student appeal.

VIII. The Dean of the School of Nursing will notify the student in writing of this final decision within 5 business days of receiving the committee’s recommendation.

If the student chooses to appeal the final decision, s/he is referred to the section on appeals in the Edgewood College Student Handbook.

Student Complaints and Review/Maintenance of Records
Students have a right to voice a concern to the course instructor. A student who has a concern related specifically to his or her experience in the nursing program should consult with the course instructor in an attempt to arrive at a resolution of the issue.

If the concern is not resolved at the instructor-student level, the following sequence should be followed:

1. Discuss the concern with their SoN Advisor, if not resolved at this level;
2. Discuss the concern with the SoN Assistant Dean, if not resolved at this level;
3. Discuss the concern with the SoN Associate Dean, if not resolved at this level;
4. Discuss the concern with the SoN Dean, if not resolved at this level, the SoN Dean instructs the student to complete a Formal complaint. The SoN Dean is responsible for disposition and documentation of all formal complaints. The SoN Dean will maintain records for a period of three years following the student’s graduation or leaving the program.

If not resolved at the SoN level, the student may contact the office of the Vice President for Academic Affairs (VPAA).
ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the college has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions: cheating on exams, submitting collaborative work as one’s own, falsifying records, achievements, field or laboratory data, or other course work, stealing examinations or course materials, submitting work previously submitted in another course, unless specifically approved by the present instructor, falsifying documents or signing an instructor’s or administrator’s name to any document or form; plagiarism, or aiding another student in any of the above actions.

Plagiarism, which is defined as the deliberate use of another’s ideas or words as if they were one’s own, can take many forms, from the egregious to the mild. Instances most commonly seen in written work by students in order from most to least serious are:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another’s use as his or her own; using printed material written by someone else as one’s own
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

Sanctions recommended for dishonesty are an “F” on the assignment and/or an “F” in the course. More serious violations may be referred to the Academic Dean’s Office for appropriate action.

DUE PROCESS

Students aggrieved by decisions made at the classroom, department, or SoN-level may appeal that decision to the VPAA’s Office. The VPAA will make a determination of final resolution, or will forward the grievance to the appropriate policy committee for consideration and action.

FERPA STATEMENT

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Edgewood College catalog.
GRADUATION

GRADUATION REQUIREMENTS
To graduate, a graduate student must have earned the number of credits appropriate to the degree sought. Only credits in courses numbered 600 or above count toward meeting this requirement. The student must have maintained a 3.00 GPA on those credits and successfully met all school or departmental and general degree requirements. No degree will be officially conferred by Edgewood College until all defined degree requirements for the student’s academic program(s) have been met. Grades of a C or above will fulfill program requirements; grades of CD or below cannot be used to fulfill program requirements.

School or Departmental Requirements
Students must satisfy all coursework as required by the school or department offering the graduate program in which the student is registered.

Time Limits for Degree Completion (Seven-Year Rule)
Only those courses completed within the seven years prior to the granting of a degree will be counted toward meeting the degree requirements.

Residency Requirements for Degree Programs
A minimum to the nearest multiple of three (3) of 2/3 of the coursework credits presented for a graduate degree must be taken at Edgewood College.

Intent to Graduate Form
The Intent to Graduate form is required for four important reasons:

1. To inform the Registrar’s Office that the student is planning to graduate at the end of the term.
2. To inform the Registrar’s Office whether the student intends to participate in the commencement ceremony.
3. To allow the student an opportunity to indicate how he or she wants their name spelled on their diploma.
4. To allow the student the opportunity to provide a mailing address for his or her diploma that may be different from any other address that may be on file for the student (with graduation, many students move to new addresses).

If all graduation requirements have been met, but the Intent to Graduate Form has not been submitted to the Registrar’s Office, the student’s degree will be conferred, but no diploma will be released until the form is received.

GRADUATE CERTIFICATE ADMISSION, PROGRESSION, AND GRADUATION POLICY

A certificate is similar to a degree granted by an institution, but is not as comprehensive as a degree. Courses leading to a certificate are of the same academic quality and integrity as courses leading to a degree. The only difference is the number of areas covered by a certificate is fewer and the focus is much more limited than a degree. Nursing Graduate certificates are comprised of 15-18 credits at 600 level or higher and require a residency of 12 graduate credits at Edgewood College.

Graduate certificates follow institutional policy pertaining to graduate programs unless indicated otherwise in this policy (including, but not limited to, seven-year rule, academic honesty, student conduct, credit load, repeating a course, withdrawal, grading system, incompletes, pass/fail, appeals).

Students applying to a graduate certificate program use the non-degree admit criteria, which requires a transcript showing a baccalaureate or more advanced degree in addition to the graduate application and fee. Substitutions and waivers are determined by the dean of the appropriate school or their designee. Students cannot receive more than one C in the program or they will be placed on probation. A student will be dismissed if he/she does not achieve a 3.0 in the next term following probation status.

Students must earn a cumulative 3.00 GPA in the certificate courses to receive the certificate. Graduate certificate students will not participate in the Edgewood College commencement ceremony.
The Master’s of Science in Nursing curriculum is built upon the American Association of Colleges of Nursing (AACN) Master’s Essentials. The Essentials delineate the content that must be contained within courses that comprise the program, and the necessary competencies to be attained by graduates of the MS in Nursing program. The Essentials are woven throughout individual courses. Particular Essentials and associated competencies stressed within an individual course are listed prominently in the course syllabus. A course’s curriculum may, and often does, devote attention to multiple Essentials and associated competencies. However, for accreditation reporting purposes, the Henry Predolin School of Nursing MS in Nursing program matches a single Essential to a course assignment known as an Artifact. This practice allows the student to provide a concrete example of how they have met all MSN Essentials at the conclusion of their program. In turn, rubrics for each artifact are aligned with the Essential and its associated competencies (rubrics that correspond to an Artifact are available in the respective course’s syllabus). The following is a listing of the AACN Master’s Essentials and the corresponding course from which the Artifact will be submitted for each MS in Nursing program concentration.

**MS in Nursing: Nursing Administration**

**Essential I: Background for Practice from Sciences and Humanities**

**Artifact: 665**  
**Program Goal 1:** Recognizes the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

**Essential II: Organizational and Systems Leadership**

**Artifact: 612**  
**Program Goal 2:** Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

**Essential III: Quality Improvement and Safety**

**Artifact: 635**  
**Program Goal 3:** Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

**Essential IV: Translating and Integrating Scholarship into Practice**

**Artifact: 670**  
**Program Goal 4:** Recognizes that the master’s–prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

**Essential V: Informatics and Healthcare Technologies**

**Artifact: 615**  
**Program Goal 5:** Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

**Essential VI: Health Policy and Advocacy**

**Artifact: 625**  
**Program Goal 6:** Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

**Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes**

**Artifact: 645**  
**Program Goal 7:** Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.

**Essential VIII: Clinical Prevention and Population Health for Improving Health**

**Artifact: 600**  
**Program Goal 8:** Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

**Essential IX: Master’s-Level Nursing Practice**

**Artifact: 735**  
**Program Goal 9:** Recognizes that nursing practice, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
MS in Nursing: Nursing Education

Essential I: Background for Practice from Sciences and Humanities Artifact: 665 and 701
  Program Goal 1: Recognizes the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership Artifact: 612
  Program Goal 2: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety Artifact: 675 and 703
  Program Goal 3: Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice Artifact: 670
  Program Goal 4: Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies Artifact: 702
  Program Goal 5: Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy Artifact: 625
  Program Goal 6: Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Artifact: 640
  Program Goal 7: Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.

Essential VIII: Clinical Prevention and Population Health for Improving Health Artifact: 600
  Program Goal 8: Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX: Master's-Level Nursing Practice Artifact: 735
  Program Goal 9: Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

MS in Nursing: Clinical Nurse Specialist and Clinical Nurse Specialist in Adult Gerontology

Essential I: Background for Practice from Sciences and Humanities Artifact: 665 and 701
  Program Goal 1: Recognizes the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership Artifact: 612
  Program Goal 2: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety Artifact: 703
  Program Goal 3: Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice Artifact: 670
  Program Goal 4: Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies Artifact: 702 and 830
  Program Goal 5: Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy Artifact: 625
  Program Goal 6: Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Artifact: 645
Program Goal 7: Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.

Essential VIII: Clinical Prevention and Population Health for Improving Health Artifact: 600

Program Goal 8: Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX: Master’s-Level Nursing Practice Artifact: 680

Program Goal 9: Recognizes that the master’s-prepared nurse, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

MS in Nursing: Family Nurse Practitioner and Adult Gerontology Primary Care Nurse Practitioner

Essential I: Background for Practice from Sciences and Humanities Artifact: 665 and 701

Program Goal 1: Recognizes the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Essential II: Organizational and Systems Leadership Artifact: 612

Program Goal 2: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Essential III: Quality Improvement and Safety Artifact: 703

Program Goal 3: Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Essential IV: Translating and Integrating Scholarship into Practice Artifact: 670

Program Goal 4: Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Essential V: Informatics and Healthcare Technologies Artifact: 615, 702, and 830

Program Goal 5: Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Essential VI: Health Policy and Advocacy Artifact: 625

Program Goal 6: Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Artifact: 645

Program Goal 7: Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.

Essential VIII: Clinical Prevention and Population Health for Improving Health Artifact: 600

Program Goal 8: Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Essential IX Master’s-Level Nursing Practice Artifact: 680

Program Goal 9: Recognizes that the master’s-prepared nurse, at the master’s level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.
APPENDIX B-1

MS in Nursing-CNS Student Advanced Practice Clinical Preceptor Form

Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Course for this Placement Request: (Please bold or circle)

NRS 701  NRS 702  NRS 703

Date:_______________

Student Name:__________________________________________________________

Student Contact Information:______________________________________________

                      Phone      Email

Student Current Employer:___________________________________________________

Position Held:____________________________________________________________

Preceptor Name and Credentials:____________________________________________

Preceptor Contact Information:______________________________________________

                      Phone      Email

Clinical Site Name and Clinical Affiliation:__________________________________

Clinical Site Coordinator Contact: __________________________________________

                      Phone      Email

Clinical Site Address:________________________________________________________

Daily Patient Population Description: _________________________________________

                      _______________________________________________________________

                      _______________________________________________________________

                      _______________________________________________________________

• This form must be submitted AT LEAST 90 days prior to the start of the advanced clinical course
• All MSN-CNS students must complete 500 practice hours as part of their program
• An ANCC- or AACN-certified instructor is the preferred preceptor; professionals with credentials other than CNS may
  serve as preceptor per Instructor of Record permission
• Students must obtain and attach a copy of each preceptor’s CV/Resume
APPENDIX B-2
MS in Nursing-FNP/AGPCNP Student Advanced Practice Clinical Preceptor Form
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Course for this Placement Request: (Please bold or circle)

NRS 701   NRS 702   NRS 703

Date:_______________

Student Name:___________________________________________________________________

Student Contact Information:______________________________________________________

Phone       Email

Student Current Employer:___________________________________________________________________

Position Held:______________________________________________________________________________

Preceptor Name and Credentials:______________________________________________________________

Preceptor Contact Information:______________________________________________________________

Phone       Email

Clinical Site Name and Clinical Affiliation:________________________________________________________

Clinical Site Coordinator Contact: ____________________      _______________________________________

Phone       Email

Clinical Site Address:_________________________________________________________________________

__________________________________________________________________________

Daily Patient Population Description: ___________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

• This form must be submitted AT LEAST 90 days prior to the start of the advanced clinical course
• All MS in Nursing-CNS and AGPCNP students must complete 500 practice hours as part of their program
• All MS in Nursing-FNP students must complete 645 practice hours as part of their program
• An ANCC-, AACN-, or AANP-certified instructor is the preferred preceptor; professionals with credentials other than
  an NP instructor may serve as preceptor per Instructor of Record permission
• Students must obtain and attach a copy of each preceptor’s CV/Resume
APPENDIX C

Preceptor Memorandum of Understanding
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Thank you for your willingness to provide an educational experience for students in the Edgewood College Master of Science in Nursing or Doctor of Nursing Practice (DNP) programs. The following information is provided to assist you in the process.

Mission of Edgewood College
Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service and a lifelong search for truth.

Course Background
‘Practicum’ and ‘Advanced Practice Clinical’ experiences are provided for MS in Nursing students. ‘Residency’ experiences are provided for DNP students. The combined seminar and practicum, advanced practice clinical, or residency is intended to bridge theory and research with actual practice. Students will collaborate with the course professor and preceptors to design these experiences that further their professional development as expert practitioners, leaders, and educators in practice settings.

The practicum course for Master of Science in Nursing and the Graduate Certificate concentrations in nursing administration and education practicum provides students opportunities to develop competence in professional practice.

The Master of Science in Nursing in the clinical nurse specialist (CNS), clinical nurse specialist in adult gerontology (CNS-AG), family nurse practitioner (FNP), and adult gerontology primary care nurse practitioner (AGPCNP) advanced practice clinical courses are designed to foster students’ clinical skills that enhance their ability to advance the care of patients, families, groups of patients, the community, and the profession of nursing.

The Doctor of Nursing Practice (DNP) residency courses emphasize the highest level of education in order to prepare experts in specialized advanced nursing roles.

Practicum, Advanced Practice Clinical, or Residency Experience

The practicum, advanced practice clinical, or residency experiences and instruction that students receive is a critical educational component of the Nursing Graduate Programs at Edgewood College. It is viewed as a mutual sharing of responsibility between the graduate student, site preceptor, and course professor.

The practicum experience is a minimum of 180 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student’s contract outlines). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Master’s Education in Nursing), and are mutually agreed upon with the preceptor and course professor.

Advanced practice clinical experiences are a minimum of 167 hours over a 16-week period for CNS and AGCNP students; 215 hours for FNP students. This hour requirement can be split between two or more sites/preceptors as the student’s contract outlines. Experiences are related to the direct care/leadership activities that support the learning goals of the advanced practice nursing student, incorporate the identified course Essentials (respective AACN Essentials of Master’s Education in Nursing), fulfill the requirements needed to sit for the intended licensing exam (respective of the American Nurses Credentialing Center [ANCC] guidelines), and are mutually agreed upon with the preceptor and course professor.

Residency experience hour requirements are variable but can reach up to 500 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student’s contract outlines). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Doctor of Nursing Practice), and are mutually agreed upon with the preceptor and course professor.
Responsibilities of Each Party

Course Professor (Instructor of Record) will:
- Provide the academic requirements for successful completion of the experience (student contract with preceptor).
- Assist student in selecting a qualified preceptor to meet student’s learning objectives.
- Direct students to provide agency required information (RN license [direct care experiences], health information, criminal background check, required training, etc.) and communicate with students that they cannot start an experience until all the required documentation is complete.
- In consultation with the preceptor and student, provide approval of the student contract and verification that the student has met the required performance standards during the placement period.
- Serve as the educational supervisor of the student and consultant to preceptors to assure there are opportunities for enriched learning experiences for the student.
- Provide evaluation forms for student to share with preceptors at the mid-point and end of the experience. Collect, aggregate and share information to determine areas of improvement regarding student learning outcomes.
- As needed or requested, provide consultation to the student and preceptor in order to resolve conflict or mediate differences.
- Consult with the Associate Dean for Graduate Programs in the School of Nursing, the preceptor and student when changes or termination of placement are deemed appropriate.
- Follow agreements in contractual agreement with agency.
- Withdraw from the placement a student whose health or conduct, in the judgment of the experienced preceptor, poses a threat to clients, employees, the public or property. If the course professor is not immediately available for consultation, the preceptor shall remove the student until she/he can consult with either the Associate Dean for Graduate Programs or the course professor. If reinstatement of the student becomes a question, it shall be addressed through a conference between the preceptor and the course professor, and, when appropriate, the student. In all cases the decision of the preceptor or institutional director shall be final.
- Grade all student work.
- Keep all records and reports on students’ practicum experience placement experiences and record the final grade with the Office of the Registrar.

Course Preceptor will:
- Assist the student in establishing a plan that will meet both the course and personal objectives. Review and approve the student’s proposal to assure expected activities are available. Negotiate with student for alternative experience if necessary.
- Provide access to necessary materials needed to complete the experience (examples include: library, procedure manuals, client records if applicable).
- Facilitate and supervise the student’s experience by arranging specific opportunities and contacts with other institutional personnel as needed or arises.
- Meet with the student on a regular basis to review the progress of the experience and to offer appropriate direction, coordination and availability for consultation sessions designed to enhance the student’s learning and performance.
- Complete a written mid-term and final evaluation of the student, review with the student, and submit to the course professor within required timeframe.
- Notify the course professor of any difficulties encountered in the experience in which consultation with the course professor might be helpful.
- Make available emergency health service access if needed to students who become ill or injured while on duty at the experience; costs of such care to be incurred by the student.

Student will:
- Identify learning objectives to address both course objectives and personal learning goals.
- Select preceptor in coordination with Instructor of Record.
- In consultation with the preceptor, develop an implementation plan to meet the course/personal objectives.
- Meet with the preceptor to review and approve (sign) the experience proposal.
- Comply with the course and institutional requirements prior to beginning the experience.
• In consultation with the preceptor, establish days and times for precepted experiences.
• Seek advice and call upon the expertise of the preceptor throughout the experience to enhance educational opportunities.
• In consultation with the preceptor, assure completion of a written mid-term and final evaluation of the student within the required timeframe.
• Notify the course professor of any difficulties encountered in the experience in which consultation with the course professor might be helpful.
• Present a final summary of the experience (and presentation or project if appropriate) to the Agency staff.

Preceptor Qualifications
Primary preceptors overseeing MS in Nursing student experiences must have at least a Master’s Degree in nursing (Advanced Practice Clinical preceptors must also hold specific nursing credentials). Primary preceptors overseeing DNP residency student experiences ideally have a DNP or PhD in nursing. However, additional individuals who augment the student’s experience and learning activities may have degrees outside of nursing, such as accounting, business or administration, or medicine.

Institutional Agreement
The School of Nursing has a signed institutional agreement with your facility that stipulates the responsibilities of the agent and the affiliating agency.

Termination Stipulation
Any problem related to the operation and administration of the experience placement, not provided for in this agreement or any question relative to an interpretation of this agreement can be discussed by the preceptor and School of Nursing course professor. If further clarification or resolution is needed, the problem or issue should be referred to the Dean of the School of Nursing or designee for final action. Either party may terminate this agreement with 45 days written notice.

Contact Reviewed and Accepted:

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<tr>
<th>Preceptor</th>
<th>Credential</th>
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<th>Course Professor</th>
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Clinical Site Coordinator Contact

| ________________________________ | ________________________________ |
| Phone                            | Email                             |
APPENDIX D

*****TYPHON INFORMATION FORTHCOMING
APPENDIX E

Administration/Education Student Practicum Preceptor Form

Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Course: NRS 735

Date: ________________

Student Name: ________________________________________________

Student Contact Information:______________________     _________________________________________

Student Current Employer:___________________________________________________________________

Position Held:______________________________________________________________________________

Preceptor Name and Credentials:______________________________________________________________

Preceptor Contact Information:____________________      _________________________________________

Phone   Email

Practicum Site Name and Organizational Affiliation:_______________________________________________

Clinical Site Coordinator Contact: ____________________      _______________________________________

Phone   Email

Practicum Site Address:______________________________________________________________________

__________________________________________________________________________

Proposed Practicum Experience Overview: ______________________________________________________

__________________________________________________________________________

GUIDELINES FOR PRACTICUM EXPERIENCE

Practicum experiences are provided for MS in Nursing students. The combined seminar and practicum is intended to bridge theory and research with actual practice. Students will collaborate with the course professor and preceptors to design practicum experiences that further their professional development as leaders and educators in practice settings.

The practicum experience is a minimum of 180 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student’s contract outlines and/or over one or two semesters). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (as identified by the respective AACN Essentials of Master’s Education in Nursing) and are mutually agreed
upon by the Student, Preceptor, and Instructor of Record. Therefore, prior to beginning any practicum experience (NRS 735), the Student, Preceptor, and Instructor of Record must discuss, complete, and adhere to thereafter a Preceptor Memorandum of Understanding agreement form (Appendix C).

Proposal/Contract: The student must submit a proposal (contract) to the Instructor of Record that identifies the intended individual student learning and experiential objectives prior to beginning the clinical portion of the experience. This contract needs to be signed by the student, the Instructor of Record and the preceptor(s). Preceptors are not paid for their contribution to the experience.

Practicum Proposal Outline/Components: The purpose of the proposal is to assist the incoming NRS735 student in planning and clearly articulating his/her practicum experience. The completed written proposal is due no later than the second week of class so that the actual time engaged in practice activities can be maximized. It is recommended that the student contact preceptor(s), and work on writing the proposal prior to beginning the semester so that time can be most efficiently utilized in practicum hours during the semester. Necessary components and a suggested format for the proposal are outlined below:

A. Introduction to practicum area
B. Brief statement of professional goals post-graduation (in narrative form)
C. Behavioral objectives for the practicum that integrate the course Essentials/Objectives
D. Identification of preceptor (note: at least one preceptor must be a master’s prepared nurse with expertise and experience in the area that is to be the focus of the practicum).
E. Activity Plan and Timeline: Clearly outline the various learning experiences you will be engaged in each week and designate due dates for any projected reading, projects, etc.
F. Bibliography of anticipated reading (approximately 10 citations)

Supporting Student/Preceptor/Organizational Documentation: Prior to beginning a practicum, the student’s preceptor must file a copy of their current resume or curriculum vitae with the School of Nursing. A contractual agreement between Edgewood College and the respective agency where the practicum is to take place must also be completed and filed. Both of these documents may be collected and filed via the Clinical Coordinator.

A practicum must complete the appropriate onboarding documents for both Edgewood College and the respective agency where the practicum is to take place must also be completed and filed. Both of these documents may be collected and filed via the Clinical Coordinator.

Variable Credit Option: Some students may take this course for variable credit (1-3 cr.) over two semesters. A total of 3 credits and a minimum of 180 hours of clinical experience are required. One of these semesters a student must participate in seminar (classroom). Students electing to take the course for variable credit must formally (in writing) address and submit the following information each semester of the practicum:

1. Number of hours for respective semester
2. Outcomes the Instructor of Record will evaluate each semester
3. Assignments that will be completed each semester

Requirements Unique to the MS in Nursing Education Student Practicum: MSN Education students must acquire 180 practice hours in clinical and educational settings (division of 180 hours is to be determined by the Student and Instructor of Record). For the clinical component of the practicum experience, students should identify a specific population with whom they would like to develop further expertise working with in practice; it is beneficial for the student to select a population with whom they have limited experience in order to maximize the potential for new clinical learning. The Clinical Preceptor should specialize in this clinical area. The educational setting component of the practicum experience should align with the student’s area of focus (e.g., higher education, client education, staff development, community education).* The Educational Preceptor should specialize or have significant experience working in the student’s chosen focus area of nursing education. Note that qualified individuals can serve simultaneously as both the Clinical and Educational Preceptor.

*If an MS in Nursing Education Student is precepted by an individual teaching undergraduate students in a clinical setting, practicum hours spent in this setting are categorized as “Education” and not “Clinical.”
APPENDIX F

Preceptor Evaluation of Nursing Practicum and Advanced Practice Clinical Student
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name (Evaluator): ______________________________________________
Agency: _________________________________________
Student Name:  _________________________________________________________     Date: ___________________________

Philosophy: The preceptor acts as a teacher and mentor to the student during Practicum (NRS735) and Advanced Practice Clinical (NRS 711, 712, and 713) experiences. It is important for the student to receive feedback on their performance in the practicum experience. This information provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to preceptor:
• Please evaluate your student in terms of meeting AACN MSN Essentials and indicate your level of agreement by checking the appropriate rating boxes (1 = strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment. If no relevant opportunity was available at the setting to observe the student’s meeting of the Essential, please mark the box labeled N/A.
• This evaluation can be done at mid-semester, and is required at the conclusion of the semester. The form is to be reported to the student and Instructor of Record [the Instructor of Record will then place it in the student clinical file (Typhon)]. The student and Instructor of Record will determine the communication plan with the preceptor, based on student comfort.
• An additional evaluation form, Preceptor Evaluation of Student (FNP/AGPCNP) or Preceptor Evaluation of Student (CNS) are aligned to the specific competencies expected for the practice role, and required documentation for all Advanced Practice Clinical Students each semester of a clinical rotation.

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<th>MSN Essential</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
<th>Comments / Opportunities for Improvement</th>
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<td>Recognizes the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</td>
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- Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

- Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.

- Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

- Recognizes that nursing practice, at the master’s level, is broad defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

Additional comments:
APPENDIX G

Student Evaluation of Preceptor
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _________________________________________ Agency: _________________________________________

Student Name (evaluator): _________________________________________ Date: ___________________________

Philosophy: The preceptor acts as a teacher and mentor to the student in NRS735 (Master’s), NRS835 (DNP) and NRS840 (DNP) experiences. It is important for the preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with preceptors, and provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to student:

- Please evaluate the following statements about your preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and is required at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it on the SoN I-drive. The student and Instructor of Record will determine the communication plan with the preceptor, based on student comfort. The Student Evaluation of Preceptor will assist the Instructor of Record in determining matches for future student placement.

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<th>Practice Area</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge &amp; competence in practice area.</td>
<td></td>
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<tr>
<td>Manages priorities effectively.</td>
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<tr>
<td>Role Clarity &amp; Professionalism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Comments / Opportunities</td>
</tr>
<tr>
<td>Reviewed &amp; signed Preceptor Memorandum of Understanding.</td>
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<tr>
<td>Demonstrates understanding of preceptor role.</td>
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<tr>
<td>Demonstrates strong interpersonal &amp; interprofessional skills with team members.</td>
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<tr>
<td>Openly shares own expertise with student.</td>
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<tr>
<td>Is accessible to student.</td>
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<tr>
<td>Is timely in responsiveness to student.</td>
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<tr>
<td>Mentoring, Teaching &amp; Coaching</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Comments / Opportunities</td>
</tr>
<tr>
<td>Contributes to student’s proposal.</td>
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<tr>
<td>Plans activities to support identified goals &amp; objectives to enhance student’s learning.</td>
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<tr>
<td>Considers student’s background &amp; level of competence when teaching/mentoring.</td>
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<tr>
<td>Encourages student to assume increased responsibility &amp; accountability throughout semester.</td>
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<tr>
<td>Assists student in decision making process.</td>
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<tr>
<td>Contributes suggestions for, and assists coordination of, additional student learning.</td>
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<tr>
<td>Demonstrates enthusiasm for student’s learning.</td>
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<tr>
<td>Communication</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Comments / Opportunities</td>
</tr>
<tr>
<td>Clearly communicates expectations to student.</td>
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<tr>
<td>Gives clear &amp; timely explanations/answers to student’s questions.</td>
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<tr>
<td>Demonstrates negotiation &amp; conflict</td>
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</tbody>
</table>
management skills.
Integrates student's alternative suggestions to meet learning needs.
Completes student evaluation at mid and term end.

Additional comments:

____________________________________________________________________________

Student Signature         Date
APPENDIX H

On-Boarding Requirements for Graduate Students
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

The following documents must be on file with the School of Nursing prior to beginning your Practicum, Residency, or Advanced Practice Clinical experience (this process should begin at least 60 days in advance of the start-date).

All documents must be completed before beginning clinical experiences or data collection activities.

1. Copy of RN license
2. Completed criminal background check
3. Completed health form
4. Documentation of current TB skin test (within one year) or completed questionnaire
5. Documentation of current CPR
6. Completed HIPPA form from clinical site
7. Copy of preceptor resume
8. Signed copy of memorandum of understanding between preceptor, student and faculty member.
9. Additional UW forms (for students being precepted at UW)
10. MyClinicalExchange
   • UW Badge (for non-employees)
   • UW HIPPA
   • Student nurse placement (read only)
   • Exhibit A Onboarding certification
   • Information needed for on-boarding from UW

Any items that cannot be uploaded to CastleBranch or MyClinical Exchange (if at UW) should be e-mailed to Ruth Baier at rbaier@edgewood.edu.

For Edgewood On-Boarding:
The School of Nursing needs to be in compliance with all our clinical agencies regarding documents 1-6 noted above and any additional UW forms. Students only need on-board once for the School of Nursing by submitting documents to Castle Branch. However, students must keep requirements up-to-date throughout the entirety of their experience (e.g., as TB screening, flu vaccination, licensure renewals, and CPR). Be sure to include your placement site—UW, Meriter, St. Mary’s etc.

Site Contracts: If you are having your precepted experience at a site other than UW, UW Medical Foundation, AFCH, Meriter-Unity Point, VA, St. Mary’s or Monroe Clinic, please verify with Ruth Baier that there is an institutional clinical contract in place prior to beginning your semester.

Note for UW onboarding:

1. If a student on-boards at a UW agency for a single course (such as Practicum), the on-boarding process satisfies the requirements for the duration of the semester at a UW agency. If, however, a student is at the site for more than one semester (such as during Residency), on-boarding can carry over from semester to semester, as long as the calendar dates are clear, and there is no gap.

For example, if a student has both Residency experiences at UW (Summer and Fall semesters), the student need not repeat on-boarding at UWHealth (but dates must reflect the continuous event). If the student is going from Fall to Spring (such may be the case in the Advanced Practice Clinical sequence), the student will need to on-board again. Rationale provided by UW: Data security (and access to the EMR) is a concern when access is available, but 'vacant' for a time period. Dates need to be clear and access will be terminated at end point.

2. If a student is in two (2) courses simultaneously (such as Advanced Practice Clinical and NRS 670), he/she must only on-board once for both, but details of data access need to be clear. If a student must access UW data for a project (NRS 670 for MSN students; a variety of courses for DNP students), the “Academic Project Submission Form” needs to be completed and
sent to: Clinical Nurse Specialist for Research & Evidence-Based Practice at the following E-mail address: NursingResearch&EBP@uwhealth.org

Order Instructions for
Edgewood College - Graduate Nursing
1. Go to https://mycb.castlebranch.com/
2. In the upper right-hand corner, enter the Package Code that is below.
   Package Code EK54: I need to order my Background Check and Compliance Tracker Package
APPENDIX I

Order Instructions for

Edgewood College - Graduate Nursing

1. Go to https://mycb.castlebranch.com/

2. In the upper right-hand corner, enter the Package Code that is below.

Package Code EK54: I need to order my Background Check and Compliance Tracker Package

About

About CastleBranch

Edgewood College - Graduate Nursing has partnered with CastleBranch, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements. After you complete the order process and create your account, you can log in to your account to monitor your order status, view your results, respond to alerts, and complete your requirements.

You will return to your account by logging into castlebranch.com and entering your username (email used during order placement) and your secure password.

Order Summary

Payment Information

Your payment options include Visa, Mastercard, Discover, Debit, electronic check and money orders. Note: Use of electronic check or money order will delay order processing until payment is received.

Accessing Your Account

To access your account, log in using the email address you provided and the password you created during order placement. Your administrator will have their own secure portal to view your compliance status and results.

Contact Us

For additional assistance, please contact the Service Desk at 888-723-4263 or visit https://mycb.castlebranch.com/help for further information.
Policy for Filing a Formal Student Complaint
A formal complaint is a written report from a student or other constituent that expresses a serious concern about the quality of the nursing programs or the conduct of a faculty member or student in the Henry Predolin School of Nursing (SoN) at Edgewood College. A formal complaint should be initiated when all other appropriate SoN channels have failed to produce a satisfactory resolution from the point of view of the complainant.

Process for Filing:
1. The first step in any disagreement or conflict is to directly discuss it with the person/s involved.
2. If there has not been satisfactory resolution, the complainant may utilize the appropriate process outlined in the Edgewood College School of Nursing Student Handbook titled Student Complaints and Review and Maintenance of Records.

Formal Complaint Form:

Date: ______________

Name of Person Filing Complaint: __________________________________________________________

Program (if student): ____________________________________________________________________

If you are not a student, what is the nature of your relationship to the School of Nursing:
_____________________________________________________________________________________

Email Address: ___________________________________ Phone: ________________________________

Please provide a description of the issue giving rise to your complaint in as much detail as possible. If appropriate, include any and all dates and/or times where an issue occurred that relates to this formal complaint. Attach additional sheets if required, as well as copies of any relevant documents.

What have you done so far to resolve this complaint directly with persons involved or through established Edgewood College School of Nursing procedures?

Please describe as clearly as you can what measures would resolve this issue in a satisfactory manner, in your opinion. Attach additional sheets if required.

Complaints can be submitted via email, fax or mailed to:
Email: mnoreuil@edgewood.edu
Fax: 608 663-2863
Mail: 1000 Edgewood College Drive, Madison WI 53711
FNP Advanced Practice Clinical Supplemental Handbook

NRS 711 COURSE BACKGROUND
NRS 711 is the first clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Master of Science in Nursing Family Nurse Practitioner (FNP) concentration. During their first rotation, students focus on practicing and refining clinical history taking and physical assessment skills in an adult, primary care population. Students develop proficiency in presenting concise and accurate patient histories and exam findings. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete a minimum of 215 hours of supervised clinical practice in this course.

NRS 712 COURSE BACKGROUND
NRS 712 is the second clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care family population under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused histories and physical exams in pediatrics, adolescent, and adult reproductive health, and geriatrics. Students continue to gain proficiency with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors’ review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete a minimum of 215 hours of supervised clinical practice.

NRS 713 COURSE BACKGROUND
NRS 713 is the third clinical rotation in a progressive sequence of Advanced Practice Clinical courses for the Family Nurse Practitioner student. The course focuses the diagnosis and management of common acute and chronic health problems that occur in the family population across the lifespan. Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete a minimum of 215 hours or the hours needed for completion of the 500 total hours of supervised clinical practice in this course.

ADVANCED PRACTICE CLINICAL COURSE OBJECTIVES
Upon successful completion of NRS 711, 712, and 713, the student will be able to:

1. Perform complete histories and physical examinations in a manner appropriate for the patient.
2. Differentiate normal and abnormal findings based on the physical examination, history, laboratory findings, and other tests and procedures.
3. Develop a working diagnosis, differential diagnosis, or a problem list and a preliminary plan of care.
4. Identify and explain significant pathophysiology related to the patient’s clinical problem.
5. Problem solve through evaluation of history and physical examination, usage of established criteria for management, and collaboration with preceptor on a plan of care.
6. Present and record findings in a concise, accurate, and organized manner.
7. Institute and provide continuity of care. Interact with the patient to assure understanding of and compliance with the therapeutic regimen.
8. Provide instruction and counseling regarding health promotion, patient teaching, discharge planning, family care, as appropriate, to the patient and/or family.
9. Consider the cost implications of care provided.
10. Recognize when to refer to a physician or other health care provider.
11. Coordinate care with other health professionals and agencies.
12. Demonstrate appropriate interpersonal relationships with staff, patients, families, and other health professionals.
PATIENT ENCOUNTERS

An “Encounter” is an interaction where the FNP student addresses a patient’s specific clinical problem (a patient may present with multiple clinical problems and thus an FNP student may have more than one Encounter with a single patient). Encounters offer the FNP student the opportunity to practice and demonstrate proficiency in meeting the Course Objectives. During NRS 711, the goal is for a student to have a minimum of five Encounters that fall under each of the following clinical problem categories:

**Routine physical exams and child well-check exams:** including, but not limited to performing screening tests and preventative care

**Respiratory- ENT:** including, but not limited to, COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, sinusitis, or pharyngitis.

**Eye:** including, but not limited to, performing fundoscopic examination, conjunctivitis, hordeolum, foreign body or wood lamp.

**Cardiovascular:** including, but not limited to, congestive heart failure, chest pain, palpitations, valve disease, hypertension, or CAD.

**GI:** including, but not limited to, abdominal pain, gastroenteritis, inflammatory bowel disease, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease, abdominal hernia, hemorrhoids, or other acute abdomen.

**Musculoskeletal:** including, but not limited to, extremity injury, joint disease, neck pain, or low back pain.

**Neurology:** including, but not limited to, headache, vertigo, CVA/TIA, head trauma, radiculopathies, movement or sensory disorders.

**Endocrine:** including, but not limited to, diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.

**GU:** including, but not limited to, prostate exams, urinary tract infection, urinary incontinence, BPH, erectile dysfunction, inguinal hernia, renal stone, or pyelonephritis.

**GYN/Women’s Health:** including, but not limited to, breast mass, amenorrhea, dysmenorrhea, vaginitis, ectopic pregnancy, sexually transmitted infections, or prenatal care.

**Dermatology:** including, but not limited to, inflammatory dermatoses, acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis or abscess.

**Psychiatry:** including, but not limited to, situational/individual/family crises, anxiety, depression, bipolar, schizophrenia, confusion, memory loss, drug/alcohol dependency or abuse.

LEVEL OF RESPONSIBILITY (LoR)

Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

**Level 1: Observation Only—**FNP student observes provider or "assists" peripherally in procedure (e.g., observes a surgical procedure or passes an instrument to the provider).

**Level 2: Major Consultation—**Preceptor rechecks almost all of the FNP student’s patient history-taking and/or physical examination; the preceptor provides most of the assessment and plan. LoR 2 is common for students very early in their clinical rotations or with very complex/high-risk patients.

**Level 3: Dual Responsibility—**The preceptor entrusts the FNP student with 50% of the responsibility for the patient. LoR is often utilized for beginning students or when patients have complex problems.

**Level 4: Complete Encounter—**The FNP student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient’s case to the preceptor prior to the patient leaving.

All LoRs count toward clinical time toward the 645-hour requirement, however, only patient Encounters at LoR 2-4 count toward meeting the clinical requirements of an Encounter (i.e., purely observing the preceptor handle the Encounter precludes the FNP student from counting the Encounter as one of the five required Encounters for that clinical problem category). The following provides guidelines for determining if an Encounter counts toward meeting clinical requirements:

1. The Encounter must be diagnosis-specific for the clinical requirement counted (e.g., if the clinical problem is contact dermatitis, the diagnosis must state “contact dermatitis” rather than “rule out contact dermatitis” or “contact dermatitis vs. psoriasis”).

2. The SOAP must contain an HPI (or brief description of the condition), review of systems to address the specific patient condition or problem, a physical exam appropriate to the expected condition, an assessment with the diagnosis, and a treatment plan for the diagnosis.

In addition, only clinical problems addressed by the FNP student should be recorded as an Encounter, even though the patient may have additional problems on their problem list that would constitute an Encounter. All problems addressed by the student should be recorded each time a patient is seen. Typhon Patient Log Records are reviewed on a weekly basis by the Instructor of Record. Students must document their clinical time and clinical requirements.
(Encounters) on a weekly basis on the *Clinical Hours Log* and provide a copy to the Preceptor and Instructor of Record. This process of calculating clinical hours and Encounters for preceptor approval will assure both the Instructor of Record and Preceptor that the student is making timely progress.
**LEVEL OF RESPONSIBILITY (LoR)**
Each Encounter is to be entered into the Typhon Patient Log Record. The student must also designate their Level of Responsibility (LoR) during the Encounter. There are four LoR designations:

**Level 1: Observation Only**- FNP student observes provider or “assists” peripherally in procedure (e.g., observes a surgical procedure or passes an instrument to the provider).

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<table>
<thead>
<tr>
<th>Encounter</th>
<th>LoR</th>
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<tbody>
<tr>
<td><strong>Routine physical exams and child well-check exams:</strong> including, but not limited to performing screening tests and preventative care.</td>
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<td><strong>Respiratory- ENT:</strong> including but not limited to, COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, sinusitis, or pharyngitis.</td>
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<td><strong>Musculoskeletal:</strong> including but not limited to, extremity injury, joint disease, neck pain, or low back pain.</td>
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<td><strong>dysfunction, inguinal hernia, renal stone, or pyelonephritis.</strong></td>
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</tr>
</tbody>
</table>
Student Name: __________________________________________

Agency: ________________________________________________

Preceptor Name (evaluator): __________________________________________

Date: __________________________________________

Advanced Practice Clinical Course (Circle One): NRS 711  NRS 712  NRS 713

*Students will be evaluated on their self-directed achievement of the following course objectives (CO)* mid-way through the clinical experience, and again at the conclusion of the clinical experience:

1 = Considerable guidance needed
2 = Moderate guidance needed
3 = Self-directed, minimal guidance needed
N/A = Not applicable to this clinical situation, or unable to evaluate

*COs are listed on page 46 of this Handbook*

<table>
<thead>
<tr>
<th>Practice Domain</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
<th>Comments/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of Patient Health/Illness Status (NONPF Domain 1)</td>
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<tr>
<td>Assessment of Client Data Base</td>
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<tr>
<td>1a. Performs comprehensive organized history and physical examinations in a manner appropriate for the patient (CO1)</td>
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<td>1b. Elicits a periodic focused history and physical examinations (CO1)</td>
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<td>1c. Differentiates between normal and abnormal findings based on patient history, physical examination, laboratory findings, and/or other diagnostic procedures (CO2)</td>
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<td>Evaluation</td>
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<td>2a. Develops patient differential diagnoses (CO3)</td>
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<tr>
<td>2b. Determines priorities of findings for intervention (preliminary plan of care) (CO3; CO5)</td>
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<tr>
<td>Management Plan</td>
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<tr>
<td>3a. Selects appropriate diagnostic testing (CO2)</td>
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</tbody>
</table>
3b. Determines appropriate pharmacologic therapy (CO3; CO5; CO7; CO11)

3c. Prescribes appropriate non-pharmacologic therapy (CO3; CO5; CO7; CO11)

3d. Refers clients to appropriate community/institutional resources (CO7; CO8; CO9; CO10; CO11)

**Documentation**

4a. Accurately documents comprehensive data base in SOAP format (CO1; CO2; CO4)

**The Nurse Practitioner-Patient Relationship (NONPF Domain 2)**

5a. Maintains confidentiality and privacy (CO6; CO8; CO12)

5b. Develops a mutually acceptable plan of care (CO7; CO8)

**Teaching-Coaching Function (NONPF Domain 3)**

6a. Provides education regarding current health problems, health promotion, and disease prevention (CO6; CO8)

6b. Evaluates the outcomes of patient education (CO7)

<table>
<thead>
<tr>
<th>Practice Domain</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
</table>

**Professional Role (NONPF Domain 4)**

7a. Utilizes an evidence-based approach to care using current standards (CO2; CO3; CO5; CO7)

7b. Refers clients to other health care providers as needed (CO11)

7c. Collaborates effectively with members of the health care team (CO11; CO12)

7d. Provides care recognizing professional limitations (CO11; CO12)

7e. Accepts feedback and constructive criticism (CO12)

7f. Demonstrates self-direction and seeks opportunities to assist other health care team members (CO12)

7g. Utilizes time effectively and efficiently

7h. Demonstrates professional and approach to clients and colleagues (CO11; CO12)

7i. Cooperates with preceptor with initial planning of clinical hours
### Managing and Negotiating Health Care Delivery Systems (NONPF Domain 5)

8a. Practices within scope of practice (CO11)

8b. Identifies how situations related to access, cost, efficacy and quality influence care decisions (CO9)

### Monitoring and Ensuring the Quality of Health Care Practice (NONPF Domain 6)

9a. Demonstrates responsibility monitoring quality of care (CO7)

### Culturally-Sensitive Care (NONPF Domain 7)

10a. Provides care considering client cultural values and beliefs (CO12)

10b. Provides culturally sensitive care (CO12)

<table>
<thead>
<tr>
<th>Disposition, Attitudes, Interpersonal Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates effectively with patients and families; is courteous and demonstrates empathy</td>
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<td></td>
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<tr>
<td>Interacts effectively with office staff and other health care professionals</td>
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<tr>
<td>Accepts instructions well</td>
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<tr>
<td>Asks for help when needed</td>
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<tr>
<td>Demonstrates desire to improve clinical performance</td>
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<tr>
<td>Demonstrates self-direction, motivation</td>
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</tbody>
</table>

**Additional Comments:**

__________________________________________________________________________

Student Signature         Date

__________________________________________________________________________

Preceptor Signature        Date

__________________________________________________________________________

Instructor of Record Signature       Date
Preceptor Name (Evaluator): ______________________________________________
Agency: ________________________________________________________________
Student Name:  _________________________________________________________ Date: ___________________________

Philosophy: The Preceptor acts as a teacher and mentor to the student during Practicum (NRS735) and Advanced Practice Clinical (NRS 711, 712, and 713) experiences. It is important for the student to receive feedback on their performance in the practicum experience. This information provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to Preceptor:

- Please evaluate your student in terms of meeting AACN MSN Essentials and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment. If no relevant opportunity was available at the setting to observe the student’s meeting of the Essential, please mark the box labeled N/A.
- This evaluation can be done at mid-semester, and **is required** at the conclusion of the semester. The form is to be reported to the student and Instructor of Record (the Instructor of Record will then place it in the student clinical file [Typhon]). The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort.
- An additional evaluation form, **Preceptor Evaluation of Student (FNP)** or **Preceptor Evaluation of Student (CNS)** are aligned to the specific competencies expected for the practice role, and required documentation for all Advanced Practice Clinical Students each semester of a clinical rotation.

<table>
<thead>
<tr>
<th>MSN Essential</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the master’s-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.</td>
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<td></td>
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<tr>
<td>Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.</td>
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<tr>
<td>Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</td>
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<tr>
<td>Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</td>
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<tr>
<td>Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.</td>
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<tr>
<td>Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and</td>
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</tbody>
</table>
to employ advocacy strategies to influence health and health care.

Recognizes that the master’s-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care for individuals and populations.

Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.

Recognizes that nursing practice, at the master’s-level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences, as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

Additional comments:

Preceptor Signature _____________________________ Date _____________________________
Student Evaluation of Preceptor
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _________________________________________ Agency: _________________________________________

Student Name (evaluator): _________________________________________ Date: ___________________________

Philosophy: The Preceptor acts as a teacher and mentor to the Student in NRS735 (Master’s), NRS835 (DN) and NRS840 (DN) experiences. It is important for the Preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with preceptors, and provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to Student:
- Please evaluate the following statements about your Preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and is required at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it on the SON i-drive. The Student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The Student Evaluation of Preceptor will assist the Instructor of Record in determining matches for future student placement.

<table>
<thead>
<tr>
<th>Practice Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge &amp; competence in practice area.</td>
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<tr>
<td>Manages priorities effectively.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Role Clarity &amp; Professionalism</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed &amp; signed Preceptor Memorandum of Understanding.</td>
<td></td>
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<tr>
<td>Demonstrates understanding of Preceptor role.</td>
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<tr>
<td>Demonstrates strong interpersonal &amp; inter-professional skills with team members.</td>
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<tr>
<td>Openly shares own expertise with student.</td>
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<tr>
<td>Is accessible to student.</td>
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<tr>
<td>Is timely in responsiveness to student.</td>
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</table>

<table>
<thead>
<tr>
<th>Mentoring, Teaching &amp; Coaching</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes to student’s proposal.</td>
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<tr>
<td>Plans activities to support identified goals &amp; objectives to enhance student’s learning.</td>
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<tr>
<td>Considers student’s background &amp; level of competence when teaching/mentoring.</td>
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<tr>
<td>Encourages student to assume increased responsibility &amp; accountability throughout semester.</td>
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<tr>
<td>Assists student in decision making process.</td>
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<tr>
<td>Contributes suggestions for, and assists coordination of additional student learning.</td>
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<tr>
<td>Demonstrates enthusiasm for student’s learning.</td>
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</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly communicates expectations to student.</td>
<td></td>
<td></td>
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<tr>
<td>Gives clear &amp; timely explanations/answers to student’s questions.</td>
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<tr>
<td>Demonstrates negotiation &amp; conflict management skills.</td>
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<tr>
<td>Integrates student’s alternative suggestions to meet learning needs.</td>
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<tr>
<td>Completes student evaluation at mid and term end.</td>
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</tr>
</tbody>
</table>

Additional comments:

_____________________________________________________________________

Student Signature _____________________________

Date _____________________________
Instructions to Student:

- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1 = strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and is required at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it on the SON I-drive. The Student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The Student Evaluation of Clinical Site assists the Instructor of Record in determining matches for future student placement.

### Orientation and Support

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical site provided me with adequate orientation to the facility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protocols/Practice Guidelines were available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support personnel were helpful and respectful to my learning needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility provided appropriate space for my learning needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Patient Population

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient population was accessible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient population was adequate in number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patient population diversity allowed me to meet my learning objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided choice in selecting my patients to meet my learning needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Clinical Experience

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate time allotted to see my patients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity of care existed/consultation mechanisms in place/offered the opportunity to follow-up with clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special learning opportunities were available to enrich my experience</td>
<td></td>
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</tbody>
</table>

Additional comments:
Instructor of Record/Site Evaluator Evaluation of Clinical Site

Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _________________________________________ Agency: _________________________________________

Evaluator Name/Role: ______________________________________________ Date: ___________________________

Instructions to Student:
- Please evaluate the following statements about your clinical site and indicate your level of agreement by checking the appropriate rating boxes (1 = strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and is required at the conclusion of the semester. The form is to be reported to the Instructor of Record who will then file it on the SON i-drive. The student and Instructor of Record will determine the communication plan with the Preceptor, based on student comfort. The Student Evaluation of Clinical Site assists the Instructor of Record in determining matches for future student placement.

<table>
<thead>
<tr>
<th>Facility</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate space provided to student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Support staff helpful and respectful to student</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Student has access to resources to supplement patients’ learning/understanding</td>
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<td>NA</td>
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<table>
<thead>
<tr>
<th>Patient Population</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate time given to see patients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NA</td>
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<tr>
<td>Sufficient number of patients</td>
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<td></td>
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<td></td>
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<td>NA</td>
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<tr>
<td>Diverse patient population available to satisfy learning objectives</td>
<td></td>
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<td>NA</td>
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<tr>
<td>Student given the opportunity to select patients according to learning needs</td>
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<td>NA</td>
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<table>
<thead>
<tr>
<th>Clinical Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
<th>Comments / Opportunities for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was given the opportunity to have full involvement in managing care of each patient</td>
<td></td>
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<td>NA</td>
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<tr>
<td>Lab results accessible to students</td>
<td></td>
<td></td>
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<td>NA</td>
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<tr>
<td>Continuity of care existed/consultation mechanisms in place/student offered the opportunity to follow-up with patients</td>
<td></td>
<td></td>
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<td></td>
<td>NA</td>
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<tr>
<td>Special learning opportunities were available to enrich student’s experience</td>
<td></td>
<td></td>
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<td>NA</td>
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<tr>
<td>This was a good site for clinical experience</td>
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Additional comments:
Preceptor Name: _________________________________________

Agency: __________________________________________________________

Site: ___________________________________________________

Student: __________________________________________________________

Evaluator Name/Instructor of Record:  ______________________________________________

Date of Visit: _________________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduced self to the patient and set the tone for a professional appointment</td>
<td></td>
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<tr>
<td>Practices good hygiene, including hand washing and avoidance of equipment contamination for appointment. (Observe throughout the evaluation)</td>
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<tr>
<td>Asked patient for a Chief Complaint</td>
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<tr>
<td>Performed a thorough health history interview</td>
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<tr>
<td>Performed a thorough review of immunizations</td>
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<tr>
<td>Performed a thorough review of social history</td>
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<tr>
<td>Performed a thorough ROS interview</td>
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<tr>
<td>Reviews medication list with patient and/or family, including OTC’s, herbals)</td>
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<tr>
<td>Performed appropriate and thorough physical assessment (a focused exam is allowable in some settings)</td>
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<tr>
<td>Identified differential diagnoses with rationale for selected diagnosis (in collaboration with faculty or preceptor)</td>
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<tr>
<td>Ordered appropriate diagnostics</td>
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<tr>
<td>Identified appropriate treatment plan</td>
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<tr>
<td>Demonstrated clinical reasoning and can support rationale for diagnosis, diagnostics, and treatment plan</td>
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<tr>
<td>Prescribed recommended pharmacological treatment. (Inclusive of allergy review)</td>
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<tr>
<td>Incorporated needed health promotion and disease screening tests</td>
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<tr>
<td>Incorporated family in the treatment and plan of care</td>
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<tr>
<td>Provided culturally responsive patient care</td>
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<tr>
<td>Facilitated necessary patient care referrals</td>
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<tr>
<td>Provided effective patient education (age appropriate)</td>
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<tr>
<td>Collaborated with members of the interprofessional team (if appropriate)</td>
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<tr>
<td>Demonstrated effective communication skills with patient and family.</td>
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</tbody>
</table>

Additional comments:

________________________________________________________________________  ______________________
Student Signature        Date
________________________________________________________________________  ______________________
Instructor of Record Signature      Date