

EDGEWOOD UNIVERSITY

*Henry Predolin College of
Health Sciences, School of Nursing*

2025-26

ADN-MSN

STUDENT HANDBOOK



EDGEWOOD
UNIVERSITY

SCHOOL OF NURSING

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HENRY PREDOLIN SCHOOL OF NURSING

MISSION

The Henry Predolin School of Nursing (SoN) reflects the Mission of Edgewood University 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 Bachelor of Science and Master of Science in Nursing programs are 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 ADN-MSN program curricular alignment to Level 1 of the *2021 AACN Essentials*, please see **ADN-MSN Essentials and Course Artifact Listing** (Appendix A). Master's program curricular alignment to Level 2 of the *2021 AACN Essentials* is available in the **MSN Essentials and Course Artifact Listing** (Appendix B).

ASSOCIATE DEGREE in NURSING-MASTER OF SCIENCE in NURSING PATHWAY (ADN-MSN)

MISSION

The ADN-MSN program embodies the University's Mission, Action Plan, and Dominican values. In alignment with the Action Plan, this program respects, responds to, and anticipates the community's needs by providing students a cost-effective and flexible route to develop into nurse leaders, educators, and practitioners with advanced knowledge, humanistic values, and the ability to contribute to the changing, diverse healthcare environment.

The Graduate Nursing programs are 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. Programs provide individuals with the opportunity to pursue professional development within a scholarly environment.

PROGRAMMATIC OVERVIEWS

The ADN-BSN portion of the program consists of 30 credits, requiring students to obtain 120 credits from general courses, elective courses, and Edgewood coursework for a student's BSN degree conferral. Twelve of these 30 credits will be earned at the graduate level, resulting in students needing as few as 6 additional courses to complete the Master's of Science in Nursing degree (depending on concentration selected).

OUTCOMES FOR THE ADN-MSN DEGREE

The outcomes for the BSN Portion of the program as follows:

- Apply knowledge, critical thinking, and decision-making skills to make sound clinical judgments that recognize and address individual, population, and organizational challenges.
- Recognize and apply evidence-based research, emerging technologies, communication, and healthcare delivery focused on the care environment and translation into the practice of nursing.
- Integrate leadership skills of systems thinking, communication, and change facilitation to meet patient care and organizational needs across the continuum of care.
- Advocate for the profession and interprofessional healthcare teams to maximize contributions within the healthcare system.
- Integrate and apply the moral, ethical, and legal conduct within nursing practice. Incorporate professional nursing standards and accountability into practice as a member of the interprofessional healthcare team
- Demonstrate knowledge and understanding of healthcare policies within the healthcare system and apply social justice, equity and care for vulnerable populations.
- Demonstrate evidence-based practice models to identify and integrate scientific evidence to address practice issues and assure quality nursing care outcomes.
- Deliver high quality care in a systems environment using processes and outcome measures.
- Utilize informatics and patient care technology to enhance communication in the provision and management of safe, effective patient care.

The MSN component of the program will further prepare students as advanced role (Comprehensive) or 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 influence health, health care, and health policy.
- 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.

DEGREE CONCENTRATION REQUIREMENTS

Required courses for **ADN-BSN degree concentrations** include:

APNRS 121	Statistics and its Applications
APNRS 355	Link to the Future: Exploring New Pathways
APNRS 390	Nursing Research & Evidence Based Practice
APNRS 460	Professional Nursing: Health of Communities
APNRS 461	Nursing Care with Aggregates: Clinical
APNRS 499	Professional Writing Strategies and Communication for Professional Nursing
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 600+	NRS 600+ course for those continuing for MSN

Required Courses for **All MSN Concentrations:**

NRS 645	Advanced Leadership Roles in the Healthcare System
NRS 665	Applied Statistics
NRS 670	Evidence-Based Practice

COURSE DESCRIPTIONS

APNRS 121 Statistics and its Applications

This course provides foundational knowledge of statistics relevant for nursing and business students, including measures of central tendency and dispersion, random variables, correlation, estimation and hypothesis testing, and an overview of linear regression. Students will learn the concepts through the textbook, videos, practice problems and solutions, and instructor office hours.

APNRS 355 Link to Future: Explore New Pathways

The Dominican values of truth, justice, compassion, community and partnership serve as the context to explore baccalaureate and graduate nursing practice. Program outcomes for baccalaureate and graduate nursing programs, as identified by The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN) and The Essentials of Master's Education for Professional Nursing Practice are introduced and explored through the lens of nursing science/research and theory.

APNRS 390 Research and Evidence-Based Practice in Nursing

This course is designed to introduce the topic of research and evidence-based practice. The main focus of this course is on the iterative process of identifying practice questions; searching, appraising, and synthesizing relevant evidence; planning and implementing practice changes; evaluating outcomes; and identifying potential areas for further improvement. Processes for leading and managing change, and ethical issues are also explored.

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APNRS 460 Professional Nursing: Health of Communities

Nursing concepts are integrated with those of public health science and community health nursing practice to promote the health of aggregates in the community. The concepts of social justice, health determinants/disparity, cultural safety, advocacy, levels of prevention, finance and regulatory environments, along with epidemiology and communicable disease are woven throughout the course. The role of nursing in providing care to marginalized populations, struggling with minimal healthcare access, while managing a communicable disease outbreak is also explored.

APNRS 461 Nursing Care with Aggregates

Clinical course focused on the practice of public health nursing which also has social justice as its foundation. Students have a variety of opportunities for community engagement, such as making home visits, developing community-focused and community-informed health education projects, and working in partnership with the public health nurses to develop health focused community coalitions.

APNRS 499 Professional Writing Strategies and Communication for Professional Nursing

Professional writing strategies will engage students in a range of practical applications and concepts, fostering a rapid comprehension of advanced writing and communication within an academic setting. The course emphasizes the cultivation of writing skills aligned with the American Psychological Association style, including elements such as editing, revision, and the mastery of effective communication. This comprehensive approach equips students with foundational knowledge essential for success in both their graduate studies and professional endeavors.

NRS 600 Clinical Prevention: Assessment & Planning

Study of community health promotion program planning processes for high risk and underserved aggregates. Population-focused health assessment, planning, implementation and evaluation methods are explored and applied.

NRS 612 Theoretical Foundations of Role Development for the Nurse Leader

Introductory course addressing attributes of organization and systems leadership including communication and decision-making, systems theory and change, quality improvement and patient safety initiatives, and operational and human resource management.

NRS 625 Healthcare Systems & Policy

Study of local, state, and federal policy on health services and payment organization of the U.S. health care system. Legal, regulatory and legislative influences are discussed. Access to care, identified gaps and professional advocacy strategies are examined.

NRS 645 Advanced Leadership Roles in the Healthcare System

Study of advanced practice and nurse leader roles in managing individual role development and resources within a health system to affect optimal care delivery and outcomes. Strategies for collaborative inter-professional 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.

ADN-MSN IN NURSING PROGRAM CONCENTRATION COURSE SEQUENCES

Concentration: Associate Degree in Nursing to Bachelor of Science in Nursing (Fall Start)

Total Credits: 30 Duration: 21 Months

Fall (1 st year)	Crs	Spring (1 st year)	Crs	Summer (1 st year)	Crs
APNRS 499 (1 st 8 wks.) Professional Writing Strategies and Communication for the Professional Nurse	3	APNRS 121 (1 st 8 wks.) Statistics and its Applications	3	NRS 612 (1 st 7 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
APNRS 355 (2 nd 8 wks.) Link to the Future: Explore New Pathways	3	APNRS 390 (2 nd 8 wks.) Research & Evidenced Based Practice in Nursing	3	APNRS 460 (2 nd 7 wks.) Professional Nursing: Health of Communities	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Fall (2 nd year)	Crs	Spring (2 nd year)	Crs	Summer (2 nd year)	Crs
APNRS 461 (1 st 8 wks.) Nursing Care with Aggregates	3	NRS 600+ (1 st 8 wks.)	3	**Continue with Coursework in Selected MSN Concentration***	
NRS 625 (2 nd 8 wks.) Healthcare Systems & Policy	3	NRS 600 (2 nd 8 wks.) Clinical Prevention: Assessment & Planning **BSN Conferred**	3		
Total	6	Total	6	Total	
Year 2 Total Credits: 12					

Concentration: Associate Degree in Nursing to Bachelor of Science in Nursing (Spring Start)

Total Credits: 30 Duration: 21 Months

Spring (1 st year)	Crs	Summer (1 st year)	Crs	Fall (1 st year)	Crs
APNRS 499 (1 st 8 wks.) Professional Writing Strategies and Communication for the Professional Nurse	3	APNRS 121 (1 st 7 wks.) Statistics and its Applications	3	NRS 612 (1 st 8 wks.) Theoretical Foundations of Role Development for the Nurse Leader	3
APNRS 355 (2 nd 8 wks.) Link to the Future: Explore New Pathways	3	APNRS 390 (2 nd 7 wks.) Research & Evidenced Based Practice in Nursing	3	APNRS 460 (2 nd 8 wks.) Professional Nursing: Health of Communities	3
Total	6	Total	6	Total	6
Year 1 Total Credits: 18					
Spring (2 nd year)	Crs	Summer (2 nd year)	Crs	Fall (2 nd year)	Crs
APNRS 461 (1 st 8 wks.) Nursing Care with Aggregates	3	NRS 625 (1 st 7 wks.) Healthcare Systems & Policy	3	**Continue with Coursework in Selected MSN Concentration***	
NRS 600 (2 nd 8 wks.)	3	NRS 600+ (2 nd 7 wks.)	3		

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Clinical Prevention: Assessment & Planning		**BSN Conferred**			
Total	6	Total	6	Total	
Year 2 Total Credits: 12					

MSN COURSE SEQUENCE CONTINUATION:

Please review the MSN Student Handbook for course sequences for specific concentrations.

COURSE FORMAT

Didactic Courses

Didactic courses are facilitated in a fully-online format and MOST often offered over an 7/8-week session comprised of 7/8 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.

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 University email address as their official email address. Students are responsible for checking emails 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.

ADN-BSN ACADEMIC PROGRESSION REQUIREMENTS & POLICIES

**** (For MSN Academic Progression Requirement and Policies, please refer to the MSN Handbook) ****

COURSE INFORMATION AND SCHEDULE

The majority of coursework for all ADN-MSN in Nursing concentrations will be delivered in an online format. Most courses during Fall and Spring

are offered over 8-week sessions. Summer semester courses are offered over 7-week sessions. Students should speak to their respective ADN-MSN or Graduate Program Advisor if they have further questions regarding the format of course facilitation.

ACADEMIC DATES AND REGISTRATION POLICY

Registration consists of course selection for the next semester, with the assistance of the ADN-MSN 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.

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 University 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 University: 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 result 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 University who have stopped taking credit courses for an extended period, although most usually only stop-out for a semester.

Return Requirements

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

PROGRESSION IN THE NURSING MAJOR

In order to progress while in the **ADN-BSN portion** Nursing program, the student must have a minimum cumulative GPA of 2.5 and a minimum cumulative GPA of 2.5 in nursing. A grade of "C" or better is required to pass each nursing course. A grade of PASS in each clinical course is required for progression into the next clinical nursing course sequence or graduation. Failure to earn these requirements will result in academic action of either an **Academic Persistence** plan or **Academic Dismissal**.

In order to progress into the **MSN portion**, the student must have a minimum cumulative GPA of 3.0 and a minimum cumulative GPA of 3.0 in nursing. A grade of "C" or better is required to pass each nursing course. A grade of PASS in each clinical course is required for graduation. Failure to earn these requirements will result in **Provisional Admission Status**:

Provisional Status

When applicants have a cumulative entering GPA, computed on the highest degree held at the time of admission, less than what is required by the program, they may be admitted with provisional status. If accorded provisional status, the student must attain a 3.00 GPA for the first nine credits in courses numbered 600 and above taken at Edgewood University, or the student will be dismissed from the University. Applicants must still meet the minimum GPA requirement of their selected program. Please refer to the specific program for minimum GPA and other program specific admission requirements.

If a student applies for the MSN portion prior to their BSN degree conferral, students will be admitted under a contingent status:

Contingent Status

Contingent status is accorded to individuals who are admissible to the University based upon the admission requirements for his/her program of interest; except that one or more original pieces of admission information (or specific School or department requirements) are missing from the student file. This status is used only in cases where it is clear that the student will be admissible with regular or provisional status when the missing information has been received. Contingent status is applicable for one semester only. Students will not be allowed to register for a second semester while on contingent status.

In accordance with University Policy, no grade below a C is applicable for meeting requirements for a graduate degree.

STUDENT RECORDS

During a graduate student's enrollment at Edgewood University, the official file of records is kept by the Registrar's Office. A copy of the student's file may be maintained by the ADN-MSN Program Advisor and the student's faculty advisor. Official Edgewood University 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 University catalog.

WITHDRAWAL

Withdrawal is complete severance of attendance at Edgewood University. 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 Course Add/Drop Form or call Edgewood Central at 663-4300. Course Add/Drop 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 University Business Office.

DISMISSAL/ADMINISTRATIVE WITHDRAWAL FROM THE NURSING PROGRAM

A student may be dismissed from the SoN for any of the following reasons:

- Failure to meet the academic standards.
- Behavior which is contrary to the ethical code of the nursing profession. This behavior includes any violations against current HIPPA regulations.
- Three Early Alerts issued during a clinical rotation will result in failing the clinical rotation. Any failure in a nursing course results in dismissal from the nursing program.
- Failure to meet objectives of a Performance Improvement Plan (if instituted) will result in failing the clinical course.

Reasons for administrative withdrawal are, but not limited to:

- Disruptive behavior in the classroom that interferes with the learning of other students.
- Lack of course prerequisite(s).
- Lack of instructor, advisor, or SoN approval for a course.
- Academic dishonesty.

- In addition, the SoN includes “unable to consistently meet course objectives, essentials and/or competencies”.

Once registered, the student retains responsibility and financial liability for all registered courses. Tuition refunds will not be granted when students are withdrawn by the institution for cause.

Procedure for Dismissal/Administrative Withdrawal

1. A student will be notified in writing by the SoN Dean of their dismissal/administrative withdrawal from the major.
2. A student will be notified in writing of their right to initiate the SoN appeals procedure, as stated in the Appeals section of the Nursing Student Handbook.
3. The SoN Dean will notify the student in writing of their right to appeal the SoN dismissal/administrative withdrawal decision to the Vice President of Academic Affairs/Academic Dean's office (See General Information Section of Edgewood University Undergraduate Catalogue).

Returning/Readmission to the Nursing Program

A student's progression in the nursing program may be interrupted for various reasons including, but not limited to:

- Personal/health reasons or family personal/health reasons
- Failure to meet academic requirements
- Other academic reasons

A student whose progression in the nursing program is interrupted for any reason and withdraws from a nursing course(s) prior to the University's final course drop date for that semester, must complete SoN Course/Program Withdrawal Form (Appendix C) in conjunction with the Director of Academic Operations.-

A criminal background check is required for students whose background check was completed more than two years before re-entry into the program. Health requirements must also be current (completed no longer than two years before re-entry into the program).

Student Appeal Proceedings

A student may appeal dismissal decisions. Students are limited to no more than one (1) appeal during their time in the nursing program. The SoN Dean reserves the right to grant additional appeals. Appeals are limited to requests for reinstatement into the Nursing Program.

Students who are in the position of needing to request an appeal should contact the Director of Academic Operations.

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 the SoN ADN-MSN Advisor, if not resolved at this level;
- 2.
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 (Appendix C). 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 University 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 University 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 University 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.

EVALUATION OF COURSES/FACULTY

Students will be given the opportunity to evaluate each of their courses and professors near the end of each semester. The course instructor will request that students complete course/instructor evaluations online. Evaluations will be summarized by the Institutional Assessment and Research Office and submitted to the SoN Dean. Results will be available to faculty online after grading.

COMMUNICATIONS

Faculty mailboxes and Edgewood email are used for communications. All nursing students are required to maintain an active Edgewood University email address. Students are required to check their Edgewood University email and course Blackboard sites daily for information about registration, course requirements, meetings and items of general interest.

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 decide 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 University catalog.

ACADEMIC/STUDENT SERVICE RESOURCES

ACADEMIC ADVISING

Upon admission, students are advised by the ADN-MSN Program Advisor.

The ADN-MSN Program Advisor assists students in understanding the administrative and logistic components of both the BSN and MS in Nursing program. The ADN-MSN 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. ADN-MSN students should consult with the ADN-MSN Program Advisor upon each semester before registering for courses.

Students that wish to fulfill their MSN requirement and enter into the MSN program should consult with the Graduate Program Advisor every semester before registering for courses, or when their course plan changes.

ACCESSIBILITY AND DISABILITY SERVICES

If you know or think you may have a learning, physical, emotional, or mental health disability or difference OR if you are a Multi-Language Learner (i.e., English is not your first language) who needs academic assistance, please contact the **Disability and Accessibility Services Office** to discuss what kinds of accommodations or support might be helpful to you.

- Office: Predolin 240A (Inside PRD 240)
- Email: AccessDisabilityServ@edgewood.edu
- Phone: 608-663-2831
- Website: <https://www.edgewood.edu/accessibility>

The Disability and Accessibility Services Office will keep your information confidential but will discuss with you the benefits of notifying your instructors, with your permission, of any needs you have for accommodations such as additional testing time and shared note taking.

GRADUATION

GRADUATION REQUIREMENTS

To graduate for the **ADN-BSN** portion of the program, a student must have earned 30 credits of required nursing course appropriate to the degree sought. A combination of courses numbered APNRS 121, 355, 390, 460, 461, 499, 600, 612, 625, and another NRS 600+ count toward meeting this requirement. The student must have maintained a 2.50 GPA on those credits and successfully met all school or departmental and general degree requirements. No degree will be officially conferred by Edgewood University 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 University.

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.

APPENDICES



EDGEWOOD
UNIVERSITY

APPENDIX A

Code of Professional Conduct

Introduction

Edgewood University's Henry Predolin College of Health Science, School of Nursing offers a variety of nursing degrees from the Bachelor's of Science in Nursing to the Doctorate of Nursing Practice. Each degree/degree concentration are professional programs that expect the highest standards of ethical and professional conduct. The School of Nursing (SoN) Code of Professional Conduct is based on the American Nurses' Association (ANA) Nursing: Scope and Standards of Practice (2021) and ANA Code of Ethics (2015), and is an integral part of student development and professional performance. The SoN believes that professional behavior is an integral part of each student's nursing education and adheres to the Code of Professional Conduct throughout all educational endeavors, activities, and events sponsored by the SoN. Our duty is to maintain an environment supportive of personal growth, as well as to ensure safe, effective quality health care to the public. Students are not simply seeking a Nursing degree but to join a profession with a very specific and rigorous set of ethical and professional responsibilities.

Henry Predolin College of Health Sciences, School of Nursing Standards of Conduct

NURSES ARE ACCOUNTABLE AND RESPONSIBLE FOR THEIR ACTIONS

As a professional nurse, it is our obligation and duty to adhere to the Nursing Scope and Standards of Practice (4th Edition) (American Nurses Association [ANA], 2021), and the Nursing Code of Ethics (ANA, 2015).

American Nurses' Association Scope and Standards of Practice

Standards of Practice: The Standards of Practice describe a competent level of nursing practice demonstrated by the critical thinking model known as the nursing process. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision-making.

Standard 1. Assessment: The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. Diagnosis: The registered nurse analyzes the assessment data to determine the actual or potential diagnoses, problems or issues.

Standard 3. Outcomes Identification: The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning: The registered nurse develops a collaborative plan encompassing strategy to achieve expected outcomes.

Standard 5. Implementation: The nurse implements the identified plan.

- **Standard 5A. Coordination of Care:** The registered nurse coordinates care delivery
- **Standard 5B. Health Teaching and Health Promotion:** The registered nurse employs strategies to teach and promote health and wellness.

Standard 6. Evaluation: The registered nurse evaluates progress toward attainment of goals and outcomes.

Standards of Professional Performance:

The Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, culturally congruent practice, communication, collaboration, leadership, education, evidence-based practice and research, quality of practice, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in professional role

activities, including leadership, appropriate to their education and position. Registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society.

Standard 7. Ethics

The registered nurse integrates ethics in all practices of nursing.

Standard 8. Advocacy

The registered nurse demonstrates advocacy in all roles and settings.

Standard 9. Respectful and Equitable Practice

The registered nurse practices with cultural humility and inclusiveness.

Standard 10. Communication

The registered nurse communicates effectively in all areas of professional practice.

Standard 11. Collaboration

The registered nurse collaborates with the healthcare consumer and other key stakeholders.

Standard 12. Leadership

The registered nurse leads within the profession and practice setting.

Standard 13. Education

The registered nurse seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.

Standard 14. Scholarly Inquiry

The registered nurse integrates scholarship, evidence, and research finding into practice.

Standard 15. Quality of Practice

The registered nurse contributes to quality nursing practice.

Standard 16. Professional Practice Evaluation

The registered nurse evaluates one's own and others' nursing practice.

Standard 17. Resource Stewardship

The registered nurse utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.

Standard 18. Environmental Health

The registered nurse practices in a manner that advances environmental safety and health.

Source: ANA. (2021). *Nursing: Scope and Standards of Practice* (4th ed.) (p. 89-107). Silver Spring, MD: ANA.

American Nurses Association Code of Ethics for Nurses

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses' Association Standards of Professional Nurse Practice and Standards of Professional Performance

As a professional nurse, it is our obligation and duty to adhere to the Nursing Scope and Standards of Practice (3rd edition) (American Nurses Association [ANA], 2015), and the Nursing Code of Ethics (ANA, 2015).

Academic Accountability and Responsibility

In addition to professional accountability and responsibility, students must also assume the same standards of accountability and responsibility for their education. Part of educational responsibility and accountability addresses preparation for participation in academic advising.

Advising

NURSING students are required to meet with their academic advisor every semester. It is the student's responsibility to schedule and keep this appointment. During this time, students and faculty members will discuss the advisee's academic plan, academic progress, and plans for graduation as well as answer any questions related to future employment, internships, graduate school or preparing for the state board exam (NCLEX). It is the student's responsibility to come prepared for their advising appointment. Adequate preparation includes having a course plan developed prior to the appointment, knowing how many credits remain prior to graduation, and, if necessary, prior calculation of GPA.

As a student progresses in the nursing program, additional preparation for advising will include discussion of ATI results.

NURSES DEMONSTRATE PROFESSIONAL BEHAVIOR, RESPECT, CIVILITY

Students will fulfill professional nursing roles including client advocate, direct care provider, and educator. Students will treat peers, faculty, members of the healthcare team, and clients with respect and compassion. Clients and their families come from different cultural backgrounds and hold different values. Students will respect these differences providing professional, empathetic and holistic health care for all.

Each student is expected to display behaviors that represent Edgewood University's Dominican values (TRUTH, JUSTICE, COMPASSION, COMMUNITY, PARTNERSHIP) as well as the values and beliefs of SoN. In order to exhibit the quality and caliber of professionalism deemed appropriate for the Edgewood University student nurse, it is expected that the student will display the professional behaviors addressed in this code.

Clinical and Classroom Expectations

Students enrolled in the nursing major are expected to attend all classes, laboratories and clinical experiences in order to fulfill credit requirements for each course. In the event of an absence from clinical, students will be required to complete additional learning experiences as determined by the clinical instructor. ***No on-site clinical make-up experiences will be offered.*** Students cannot attend a different clinical section to make up an absence from clinical. There are no excused or unexcused absences from clinical and completing additional learning experiences as required by the clinical instructor does not remove the absence from clinical evaluations.

Students are not to miss clinical, lab, simulation, or theory class to meet the needs of another course (nursing or non-nursing). Likewise, students are not to miss clinical, lab, simulation, or theory class to meet other obligations (e.g., job interviews and/or orientation for employment, elective/non-urgent appointments). Please note that the Edgewood University Calendar is posted for the entire academic year before the start of fall semester. Therefore:

- Students are expected to plan outside activities during university breaks. Students should not schedule vacations at any other time during the academic semester.
- Travel arrangements for a scheduled break should not include any day in which a class, lab or clinical is scheduled.
- Students will not be excused from class, lab or clinical, or exams/quizzes prior to or immediately after a scheduled break or for any other vacation during the academic semester.

Additional attendance policies and expectations may be listed in individual course syllabi.

Participation at the Center for Healthcare Education and Simulation (CHES) and other activities related to being a student at Edgewood University including Student Nurses Association events, travel experiences, and participation in other off campus experiences related to the

SoN are treated as clinical activities in terms of professional behavior expectations. The student will display a caring and compassionate attitude when providing care for any patient, including simulation activities. Students must maintain confidentiality and privacy according to all HIPPA and health care policies and regulations.

Students are expected to arrive on time and be prepared for **all clinical, lab, simulation, and theory class activities**. Preparation in the nursing student context entails readiness to administer safe and appropriate nursing care. Students unprepared to safely administer safe and appropriate care due to poor preparation may be denied to participate in clinical and/or sent home and reprimanded according to SoN policy. Any student reporting to clinical or lab under the influence of any substance, whether prescribed or illicit, that may interfere with the cognitive and/or physical ability to render safe patient care will be sent home and reprimanded according to SoN policy.

All students are expected to maintain professional behavior in both the clinical and classroom settings. This professional behavior includes, but is not limited to:

- Attending all class, lab, and clinical activities.
- Taking exams as scheduled (including ATI tests).
- Arriving on time and leaving class/clinical as scheduled.
- Adhering to the SoN clinical dress code for all clinical activities.
- Accepting responsibility and accountability for one's own actions. Responsibility and accountability in the nursing student context include completing assignments on time and clinical preparation as required by the clinical rotation. Failure to complete assignments and/or clinical preparation on time can result in a course failure.
- Giving prior notification in writing, voice mail, email, or per faculty course guidelines, to the faculty when he/she is unable to meet commitments. Students are to check with course faculty as to the method of communication required for concerns or questions regarding attendance. The faculty acknowledges that life emergencies do exist and will work with the student in these situations as they arise.

NOTE: True life emergencies do NOT include:

1. Scheduling work or vacation during class/lab or clinical, or exam times (including ATI testing).
 2. Missing class in order to work; this is not an excused absence.
 3. Non-emergent doctor or dental appointments.
 4. Fatigue associated with personal choices such as work, extra-curricular activities, or social activities.
 5. Planning "special" events that interfere with class, clinical time, or exam times (e.g., wedding/vacation).
- Interacting with others (peers, faculty, and patients/clients) in a respectful, sensitive and nonjudgmental manner.
 - In the clinical setting, professional behavior must be maintained at all times including your time during patient preparation, breaks, lunch, and any other time you are at the clinical agency.
 - Respect others' space and quiet time.
 - Addressing faculty in a respectful manner by use of appropriate titles: Dean, Professor, Mr. /Mrs., and last name. Do not assume a first-name basis is acceptable until you obtain permission from the faculty member.
 - Use of professional language (no profanity and/or inappropriate gestures).
 - Approved Cell Phone Use: Cell phone use is prohibited in all nursing courses unless otherwise specifically approved by course faculty.
 - Appropriate Cell Phone Use: If cell phone use is permitted by course faculty, it may only be used as directed.
 - Constructive verbal and non-verbal behavior.
 - Care for others in an empathetic manner.
 - Honest, open, therapeutic communication.
 - Confidentiality of all patient information.
 - Teamwork and helping behavior for peers.
 - Professional and personal courtesy, honor, ethics, and integrity.
 - Maintaining professional boundaries.
 - Respecting all individuals' differences (i.e., culture, ethnicity, religion, work experience, gender, age, sexual orientation, etc.).
 - Refrain from personal conversations and comments during lectures and other class presentations.
 - Avoid using laptops for purposes other than educational or class activities as directed by course faculty.
 - Wait until it is declared appropriate by the professor to gather things for breaks and at the end of class.
 - Avoid leaving the room in the middle of a lecture or exam.
 - Attending final clinical evaluations as scheduled and submitting the necessary paperwork prior to the final evaluation.

Examples of serious violations that are subject to immediate dismissal from the PROGRAM include, but are not limited to:

- Illegally removing healthcare agency or patient property from the premises.
- Destruction to any healthcare agency or patient property.
- Falsifying or fabricating clinical experiences.

- Calling in sick for clinical under false pretenses.
- Documenting nursing care that was not performed. Please note, documentation in advance of nursing performance or falsifying any documentation is illegal.

Bullying or Lateral Acts of Violence

Bullying or other lateral acts of violence will not be tolerated by the SoN. Bullying is the demeaning and downgrading of an individual through vicious words and cruel acts that undermine confidence and self-esteem. Bullying can involve both psychological and physical actions that can include, but are not limited to, social media, written, and verbal material that results in psychological or physical harm. Any student engaging in this type of behavior may be dismissed from the nursing program.

No-Gift Policy

On occasion, students may want to recognize or thank a faculty member for their work throughout the semester. This practice more commonly occurs in the clinical setting. Even though gifts are intended as a gesture of thankfulness, they can create uncomfortable feelings among students who may not support the effort or who cannot contribute financially. As such, SoN faculty members support a **no-gift** policy for all instructors. If students want to offer a card of thanks, that would be appropriate.

Use of Social Media

People gain information, education, news, etc., through electronic media and print media. Social media is distinct from industrial or traditional media, such as newspapers, television, and film. Social media is relatively inexpensive and accessible to enable anyone to publish or access information, compared to industrial media, which generally require significant resources to publish information.

Use of social media (Facebook, Twitter, phone texts, blogs, etc.) is strictly prohibited in all capacities related to your SoN experience. Posting pictures, comments, or discussions addressing any classroom and/or clinical experiences on any of these sites could result in dismissal from the program. If you discover you have been “tagged” on a Facebook site, notify the individual responsible for the posting to remove the posting immediately. Follow-up on this request with documentation from the individual who posted the comment/picture that it has been removed.

It is a common misconception that content that has been deleted from a site is no longer accessible. Any and all content posted on any social media site can be accessed if so desired.

“Nurses have been disciplined by boards, fired by employers, and criminally charged by authorities for the inappropriate or unprofessional use of social media”. (www.ncsbn.org)

Edgewood University faculty may require a student to use social media as part of the course curriculum. This use of social media is at the discretion of the faculty and will be the only exception to the use of social media at Edgewood University during clinical or classroom settings.

Use of Cell Phones and Laptop Computers in Class

Behaviors such as talking in class, surfing the internet, and use of cell phones (including text messaging during class), are distracting, disruptive, and disrespectful to individuals conducting class and your fellow classmates. These unprofessional behaviors will not be tolerated. Out of respect for your colleagues and instructors, **CELL PHONES MUST BE TURNED OFF AND STORED DURING CLASS MEETINGS.** In the case of a life crisis or for individuals who must be “on call” or “accessible for a text message” on a specific date, please inform the instructor before class begins that you need to keep your cell phone switched on and nearby.

Laptops are allowed in class. Students using laptops must plan to sit in the back row to decrease distractions for other students. If this privilege is abused (i.e. using your laptop for purposes that are not class related) it will be removed at the discretion of the professor.

NURSES MAINTAIN ACADEMIC HONESTY

The Edgewood University Academic Honesty Policy states:

“As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood University 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 University has adopted this policy”.

The following are examples of violations of standards for academic honesty and are subject to academic **sanctions**:

08/2025

- Cheating on exams
- Submitting collaborative work as one's own
- Falsifying records, achievements, field or laboratory data or other course work
- Stealing examinations or other course materials; submitting work previously submitted in another course or the same course if repeating, unless specifically approved by the present instructor
- Posting exam questions or other course materials on the internet without the instructor's permission.
- Falsifying documents or signing an instructor's or administrator/s name to a document or form
- Plagiarism
- 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.

Plagiarism---nurses or other authors do not claim the words and ideas of another as their own; they give credit where credit is due (*American Psychological Association Ethics Code Standard 8.11*)

Self- Plagiarism---nurses and other authors do not present their own previously published work as new scholarly work. An author may cite their own previous work, but they cannot submit that work as new material (*American Psychological Association, 2019*).

- Example: A student submits a paper to CNURS 305 and then with a few minor edit changes submits the paper for another class or resubmits the paper, with minor edits, if repeating a course.
- Example: A student submits a paper, from another class, in which he/she has augmented previous learning but fails to cite the original work.

Plagiarism and self-plagiarism are unprofessional, unethical, and are considered violations of the academic honesty code of the University and the School of Nursing. Participating in any act of plagiarism and/or self-plagiarism directly violates the Nursing Code of Ethics.

NURSES MAINTAIN A PROFESSIONAL APPEARANCE

Students are expected to maintain a professional appearance for both functional and aesthetic reasons. Students engaged in nursing clinical experiences are expected to comply with the SoN dress code requirements. The dress code may vary with selected clinical field trips or conferences; faculty will inform students of appropriate professional attire. Each student is responsible for purchasing the required uniform and Edgewood University nametag PRIOR TO beginning clinical and are responsible for all uniform costs. Faculty may suspend a student from the clinical setting for non-compliance with the Henry Predolin College of Health Sciences, School of Nursing dress code (this will be counted as an absence).

SANCTIONS FOR NOT ADHERING TO THE SCHOOL OF NURSING CODE OF CONDUCT

A student may be dismissed from the SoN for any of the following reasons:

- Failure to meet the academic standards.
- Behavior which is contrary to the ethical code of the nursing profession. This behavior includes any violations against current HIPPA regulations.
- Three early alerts issued during a clinical rotation will result in failing the clinical rotation. Any failure in a nursing course results in dismissal from the nursing program.

Students whose behavior does not comply with the Code of Professional Conduct presented in this document will receive sanctions which may include, but are not limited to, the following: A lower or failed grade, reprimand, campus or community service, restitution, suspension or

dismissal from the clinical/classroom or nursing program. The Dean of the College of Health Sciences may define further sanctions not listed in this document.

- *REPRIMAND*- official warning in writing that continuation or repetition of wrongful conduct may result in further disciplinary action (e.g. early alert notice, documentation in clinical evaluation).
- *DISCIPLINARY PROBATION*- may be imposed for any misconduct, failure to follow the Code of Professional Conduct, or any other violations that do not warrant suspension from the nursing program, but require further consequences. Disciplinary probation is imposed for a designated period of time determined by the College of Health Sciences Dean. This probationary status includes the probability of further penalties if the student commits additional acts of misconduct or fails to comply in any probation contract details.
- *CAMPUS AND/OR COMMUNITY SERVICE*- requirement that services will be offered for a specified period to an appropriate nonprofit community agency and/or to the campus community.
- *RESTITUTION*- reimbursement for damage to or loss of property which occurred as a result of the misconduct.
- *SUSPENSION*- exclusion from classes, enrollment, and other privileges in the SoN.
- *EXPULSION*- permanent termination of admission and enrollment status in the SoN.

Disciplinary actions, to include expulsion and suspension, shall be included in the student's permanent academic record.

PROCEDURE FOR PROFESSIONAL DISCIPLINARY ACTION

An allegation of professional misconduct may be made by other students, faculty, staff, clients/patients, visitors, or any member of an agency that has a verbal or written agreement to provide learning experiences for students.

The allegation of misconduct should be submitted in written form to the faculty member in whose class or clinical setting the misconduct occurred and the SoN Dean. Information about the misconduct should include:

- *Date, time, location, and description of the incident.*
- *Names of all parties involved and witnesses.*
- *Supporting facts and justification for the complaint.*
- *Brief description of efforts to resolve the complaint.*
- *Date and signature of the person(s) making the allegation of misconduct.*

Students should first discuss any conduct allegations with the faculty member responsible for the clinical or classroom setting in which the infraction occurred. A faculty member who witnesses or observes a student will discuss the situation with the SoN Dean or designated faculty as directed by the Dean. The College of Health Sciences Dean has the right to impose sanctions as deemed appropriate and may involve faculty members as needed. The Dean may also refer the student to the Appeal Process as described in the NURSING Student Handbook.

Students who violate any part of the Code of Professional Conduct a second time will be dismissed from the SoN.

If a student is in violation of the Code of Conduct as described in the University Student Handbook, it is the student's responsibility to notify the College of Health Sciences Dean immediately upon being contacted of their violation by the Dean of Student's Office.



EDGEWOOD
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STUDENT AGREEMENT

I understand the Henry Predolin College of Health Sciences, School of Nursing at Edgewood University Code of Professional Conduct is consistent with the ethical obligations of nursing, and pledge to uphold the Code of Professional Conduct by abstaining from dishonesty, deceit, fraud, or other unprofessional behaviors as described in the Code.

I understand that my adherence to the Code of Professional Conduct is a required and appropriate requisite for enrollment and participation in this nursing program.

I accept responsibility and accountability for my professional behavior and conduct within all aspects of clinical and classroom instructional opportunities.

I understand that if I witness unprofessional conduct or behavior that I am ethically and morally obligated to report this information to appropriate faculty.

I understand that failure to comply with the Code of Professional Conduct as noted in the document may result in sanctions and possible expulsion from the School of Nursing.

I have read and understand all aspects of the student handbook including but not limited to academic integrity, professional expectations, assumptions of risk, photo/video release forms, and eligibility for licensure.

Student Printed Name: _____

Student Signature _____ Date _____

Witness Signature (anyone 18 or older) _____ Date _____



EDGEWOOD UNIVERSITY

APPENDIX B

Clinical, Practicum, and Residency Preceptor Form

Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

Program (i.e. BSN, FNP, AGCNS, DNP) _____

Course (i.e. NRS 712) _____

Date: _____

Student Name: _____

Student Contact Information: _____

Phone

Email

Student Current Employer: _____

Student Position Held (include unit, dept, or floor): _____

Preceptor Name and Credentials: _____

Preceptor Contact Information: _____

Phone

Email

Clinical Site (Include unit, dept, or floor): _____

Clinical Site Coordinator: _____

Name

Contact: _____

Phone

Email

Hours Requested: _____

Clinical Site Address: _____

Daily Patient Population Description: _____

*Students must obtain and attach a copy of each preceptor's CV/Resume for approval. APRN forms should be provided at least 180 days prior to the start date. A new form is required for each preceptor or course. Students may complete the form electronically at

https://edgewood.co1.qualtrics.com/jfe/form/SV_cuXAvf6AAjnm1j8

Required Program Hours:

BSN – 120 (Immersion)

MSN Comp – 180

FNP – 750

CNS – 500

AGCNS – 500

AGPCNP – 500

PMHNP – 750

DNP – 1000 (100 required precepted hours)

APPENDIX C

Preceptor Memorandum of Understanding

Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

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

Mission of Edgewood University

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

Course Background

BSN students engage in 'Immersion' with nursing professionals. 'Practicum' and 'Advanced Practice Clinical' experiences are provided for MSN 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.

Immersion, Practicum, Advanced Practice Clinical, or Residency Experience

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

The immersion clinical provides BSN students a space for the integration and application of evidence-based practice, leadership, and professional practice within a diverse population across the continuum of care. Under the guidance of a BSN-prepared preceptor, the immersion clinical is a minimum of 120 hours working toward mastery of the AACN competencies.

The practicum experience is a minimum of 180 hours over one semester (this hour requirement can be split between two or more sites/preceptors as the student's contract outlines). MSN Comprehensive students must acquire 180 total practice hours through both advanced clinical-focused (e.g., practice setting includes activities where the student engages in complex care such as advanced wound care; care of ventilator-dependent patients) and advanced role-specific experiences (e.g., leadership/management; nurse education/staff development). The division of 180 hours is to be determined by the Student and Instructor of Record. For the advanced clinical component of the practicum experience, students should identify a specific population with whom they would like to develop further expertise caring for 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 advanced-role component of the practicum experience should align with the student's area of focus (e.g., leadership/management; nurse education/staff development). The advanced role 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 advanced-role preceptor. However, if an MSN Comprehensive student is precepted by an individual teaching undergraduate students in a clinical setting, practicum hours spent in this setting are categorized as "Nurse Education" and not "Clinical."

Advanced practice clinical experiences are a minimum of 167 hours over a 16-week period for CNS and AGCNP students; 250 hours for FNP and PMHNP 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 appropriate School of Nursing Associate Dean, the preceptor and student when changes or termination of placement are deemed appropriate.
- Follow agreements in contractual agreement with agency.
- 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.
- 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 Instructor of Record is not immediately available for consultation, the preceptor shall remove the student until she/he can consult with either an Associate Dean or Instructor of Record. If reinstatement of the student becomes a question, it shall be addressed through a conference between the preceptor and the Instructor of Record, and, when appropriate, the student. In all cases the decision of the preceptor or institutional director shall be final.
- 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 BS in Nursing student experiences must have at least a Bachelor's Degree in nursing. 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.

Preceptor Verification for Advanced Practice Clinical Placement

National Task Force (NTF) on Quality Nurse Practitioner Education requires that preceptors verify they have received appropriate orientation. The School of Nursing provides each preceptor a Preceptor Manual and Typhon training opportunities. If preceptors need further guidance or training, the course Instructor of Record and the Clinical Coordinator are available to provide needed assistance.

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:

Preceptor (please print)

Agency

Preceptor (please sign)

Date

Preceptor's Certification(s) & Renewal Date

Preceptor's Program/School Where Degree was Earned

Course Professor

Date

Student (please sign)

Date

Program (Include track)

Course (NRS#)

APPENDIX D

On-Boarding & Compliance Requirements

Henry Predolin College of Health Sciences
School of Nursing
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). Compliance requirements must be uploaded to the compliance tracker Viewpoint Screening ([Edgewood University - Student Screening - Viewpoint Screening](#)). Viewpoint costs \$68 for the caregiver background check and health portal.

A list of acceptable uploads, expirations, and relevant forms can be found in Viewpoint: [Immunization Manager - Viewpoint Screening](#)

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

Compliance Requirements

1. Copy of RN license (For MSN/DNP students)
2. Completed criminal background check ([Offenses Affecting Caregiver Eligibility for Chapter 50 Programs, P-00274](#))
3. Documentation of current 2-step TB skin test or QuantiFERON Gold blood test (within one year). Continuing students may renew their 2-step skin test with a 1-step test. All new tests must include the [DHS Symptom Screening Form](#).
4. Documentation of current American Heart Association BLS CPR
5. Immunization Documentation for MMR, HepB, Influenza (Due October 1st), Varicella, Tdap(current tetanus), and Covid-19.

Preceptor Requirements

6. Preceptor Resume (sent to placement coordinator for approval)
7. Signed Memorandum of Understanding (Appendix C)
8. All requests for clinical placement should be entered into Qualtrics (submit once for each site/preceptor):
https://edgewood.co1.qualtrics.com/jfe/form/SV_cuXAvf6AAjnm1j8

For Edgewood On-Boarding:

The School of Nursing needs to be compliant with all our clinical agencies regarding documents noted above and any additional required forms. Note that student requirements are governed by our affiliation agreements and not necessarily the same as employee health requirements. Many local sites including UW, Meriter, Aurora, Prohealth, and more require a MyClinicalExchange account which costs \$20/6 months. Other sites may have other requirements or ask that requirements such TB tests or background checks to be renewed earlier than the typical expiration. [Sites such as SSM, Froedtert, and UW Rehab require a 10-panel drug screen ordered through Viewpoint for \\$45. When you submit the Qualtrics placement request, the clinical coordinator will follow up with you regarding any placement requirements unique to that site.](#)

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 Edgewood's clinical coordinator as soon as possible to confirm we have a valid affiliation agreement. We're partnered with most major health systems in WI and constantly adding new clinical sites, but some major health systems can take months to approve new affiliation agreements. Please plan accordingly.

APPENDIX E

Clinical Experiences Assumption of Risk

Clinical experiences (practicum, clinical rotations, supervised practice, or observations) are a required component of academic programs in the Henry Predolin College of Health Sciences. These experiences allow students to practice skills and techniques learned in didactic and lab courses as well as develop critical thinking skills that are important for health care providers. Clinical experiences occur in hospitals, clinics, schools, community organizations and other appropriate settings where students can interact with patients, clients and families.

Sites selected for students' clinical experiences are required to take reasonable and appropriate measures to protect students' health and safety in the clinical setting. Use of PPE in the clinical setting is based on CDC guidelines as well as the clinical setting-specific policy. Students will have access to appropriate PPE during their clinical experiences. Students have the responsibility to report any potential exposures to their clinical instructor.

However, even with such measures in place, there are risks inherent to clinical experiences. Potential risks associated with working in healthcare include, but are not limited to:

- Exposure to infectious diseases through blood or other bodily fluids via skin, mucus membranes or parenteral contact
- Exposure to infectious diseases through droplet or air-borne transmission · Hazardous chemical exposure
- Environmental hazards, including slippery floors and electrical hazards
- Physical injuries including back injuries
- Psychosocial hazards
- Offensive, inappropriate, or dangerous conduct by patients or clients, including violence, harassment, and sexual harassment These risks have potential complications including trauma or bodily injury.

SPECIAL NOTICE REGARDING COVID-19

COVID-19, the disease caused by the coronavirus, is a contagious disease that causes symptoms that can range from mild (or no) symptoms to severe illness. In some cases, COVID- 19 can lead to death. Anyone is at risk of COVID-19 and currently, there is no immediate cure available. Although anyone who contracts COVID-19 may experience complications, the CDC has found that individuals with certain underlying health conditions are at higher risk of developing more severe complications from COVID-19. These underlying medical conditions include: chronic lung disease, asthma, conditions that cause a person to be immunocompromised, obesity, diabetes, chronic kidney disease and liver disease. Participating in clinical experiences, even when wearing recommended PPE, may not eliminate the risk of contracting COVID-19. However, students will not be assigned patients or clients with known COVID-19 or individuals experiencing respiratory symptoms that could later be diagnosed as COVID-19.

ACKNOWLEDGEMENT OF RISK

I certify that I have carefully read and understand this document. I acknowledge and understand that, as explained in this document, my degree program requires the participation in clinical experiences, and that such participation carries risks that cannot be eliminated. I fully understand these risks.

I understand that it is my responsibility to follow all instructor and supervisor instructions and take all available precautions so that the risk of exposure is minimized. I will follow all program specific information as well as clinical site recommendations relating to prevention of diseases.

Knowing these risks, I certify that I desire to pursue my chosen degree program, including the participation in clinical experiences. I expressly agree and promise to accept and assume all risks associated with doing so. I am voluntarily agreeing to be bound by this document's terms by signing the Henry Predolin College of Health Sciences Code of Conduct Form.



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APPENDIX F

Formal Complaint Form

Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

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 College of Health Sciences at Edgewood University. 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 University College of Health Sciences Student Handbook: *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 University 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: QMullikin@edgewood.edu

Fax: 608 663-3444

Mail: 1000 Edgewood College Drive, Madison WI 53711

APPENDIX G**Photo and Video Release Policy**

This form covers photographs, video and audio used by Edgewood University for communications purposes, such as in newsletters, viewbooks, magazines, promotional pieces, social media, and advertising for the University and its programs, or on the University website.

I give my permission to Edgewood University to use my likeness in photograph or video in any and all media produced and controlled by Edgewood University. I make no monetary or other claim against Edgewood University for the use of the photograph(s) or video(s).

I further affirm that I am legally able to grant my consent to Edgewood University for use of my likeness in photograph or video in any and all media produced and controlled by Edgewood University.

I will upload the code of conduct signature page (Appendix A) to indicate I have read and agree to the policy.

APPENDIX H

State Attestation
Henry Predolin College of Health Sciences
Edgewood University
1000 Edgewood College Drive
Madison, WI 53711

For the purposes of professional licensure disclosure compliance, Edgewood University determines student location and time of enrollment in the following ways:

- “Student location” is defined as the permanent mailing address, or “Home” address, provided to the university by the student and stored in the student’s record. This definition applies to all students.
- “Time of Enrollment” is defined as the point at which students have been admitted to a program or major, but have not yet registered for courses in that program or major. Student location designations will remain in effect unless and until a student officially notifies the College that their permanent address has changed. Once a student notifies the College, the date of entry will be used as the effective date of a student’s revised location for the purposes of this policy.
- Student location designations will remain in effect unless and until a student officially notifies the University that their permanent address has changed. Once a student notifies the University, the date of entry will be used as the effective date of a student’s revised location for the purposes of this policy.

The Department of Education requires prospective students who are located in a “does not meet” location must be provided with information about licensure and attest that they will seek licensure and employment in a designated “meets” state/territory to enroll. Furthermore, it aligns with Edgewood’s mission to ensure that all students’ education provide a direct pathway to a career in the community where they wish to live. More information regarding Edgewood’s accreditation can be found at <https://www.edgewood.edu/about/accreditation>



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Written Attestation

I, _____ **(First and Last Name)** attest that I plan to seek licensure and employment in _____ **(State or Territory)** after completing the _____ **(Degree)** program. Edgewood University has determined using all reasonable efforts that _____ **(Degree)** program meets educational requirements for licensure.

I understand that educational and other requirements can change and that other factors, including but not limited to criminal background, work experience, and additional training may affect my eligibility for licensure.

Prospective Student

Date

BSN Graduates are eligible to apply for licensure in any US State or Territory.

DNP and MSN-Comprehensive Students do not need to apply for new licenses.

State Disclosures:

Meets Professional Licensure Requirements	Does Not Meet Requirements	Not Determined
WI, CO, IA, IL, MA, MN, KY, FL, GA	NY, LA, CA	AL, AK, AR, AS, AZ, CT, DE, DC, GU, HI, ID, IN, KS, ME, MD, MI, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, MP, OH, OK, OR, PA, PR, RI, SC, SD, TN, TX, TT, UT, VT, VA, VI, WA, WV, WY

APPENDIX I



EDGEWOOD
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Simulation and Skills Lab Guidelines

For simulation labs and skills labs located at:

Edgewood University, DeRicci Hall, 1000 Edgewood College Dr., Madison, WI 53711
 Center for Healthcare Education and Simulation (CHES), 3001 W. Beltline Hwy, Madison, WI 53713
 Center for Health Sciences, 1255 Deming Way, Madison WI, 53717
 Mercyhealth Medical Science Hub, UW-W Rock County, 2909 Kellogg Ave., Janesville, WI 53546
 Beloit College, Sanger Center for the Sciences, 801 Pleasant St., Beloit, WI 53511

During their education, Edgewood University students may be given the opportunity to engage in learning in simulation at a simulation lab and/or skills in a nursing lab. Edgewood's simulation and skills lab sites offer a safe learning environment where participants learn through active participation in an environment where errors are integral to learning and enable a safe place where patients cannot be harmed. State of the art technology such as manikins that look, feel, and respond to your actions as a manikin like a real human being are utilized to advance your learning and progression. You will be able to perform an assessment, administer medications, perform nursing skills and integrate theory into a patient care environment. It is expected that participants will follow ground rules listed below.

1. As a participant, you are expected to conduct yourself in a professional, responsible, and ethical. This conduct includes, but is not limited to, the following areas:
 - You must dress in proper attire that would be acceptable while treating a patient in a healthcare setting.
 - You must treat the manikin in the same professional manner that a patient would be treated.
 - Absolutely no unprofessional conduct will be tolerated with regard to the manikins, simulation staff or Edgewood faculty including, but not limited to:
 - Inappropriate comments
 - Inappropriate giggling, laughing or distracting others.
 - Ignoring simulation staff or Edgewood faculty instruction
 - Failure to be adequately prepared for simulation
 - Cell phone or computer usage in the simulation center
 - Any behavior that simulation staff or Edgewood Faculty view as unprofessional.

- No conversations or engaging in other activities not related to observations of the simulation experience are permitted.
- The simulation staff and/or Edgewood faculty reserve the right to remove you from the premise if perceived to be behaving unprofessionally.
- If you are asked to leave the simulation center or lab, your action may result in a failed course. Your conduct will be reported to Edgewood University, College of Health Sciences administration for possible disciplinary action.

2. As a participant you are responsible for fully preparing yourself prior to visiting as well as actively participating in all aspects of the simulation experience.

- Arrive the day of simulation with your written preparation completed and reflecting your own work, not reflective of anyone else's work. All preparation materials should be carefully read, and any concerns or questions should be handled, by the clinical instructor, **prior** to the day of the visit.
- It will be understood that during the simulation experience that you may be asked to be an observer and give constructive criticism to fellow students in the process of learning. This needs to be done in a respectful manner.
- Anything that was observed during your simulation experience must be kept confidential. This includes your observations of your fellow students and of the scenario that was presented by your clinical instructor. HIPAA confidentiality rules and guidelines apply to both components. Failure to comply with these rules/guidelines would be considered a breach in confidentiality and would be treated as such regarding academic consequences.

3. As a participant, you acknowledge and understand that your participation at the simulation lab authorizes the video taping of your lab experience and that this videotaping may be viewed and used for educational purposes beyond the day of the visit. Videotaping is essential to the simulation learning experience and will be used to critique, evaluate and learn from the experience.

4. As a participant, you acknowledge that the facility and equipment at the simulation lab and skills lab must be properly maintained by all visitors. In this effort you are asked to:

- Limit food and beverages to authorized conference rooms only.
- Honor the **no cell phone and computer use policy**. Cell phones and computers are prohibited from personal use. Only authorized use of such devices for learning purposes will be granted by simulation staff or your clinical instructor.
- Honor the **no pens, markers or ink-based writing utensils in the simulation room policy**.
The ink cannot be removed from the manikins. Pencils may be provided if you do not have one on the day of the visit.

5. As a visitor, you acknowledge that you are to park in designated parking spots as applicable to each simulation location. For the CHES location, only park in non-designated spots or CHES-

designated spots located at the far West end of the parking lot. Do not park in the CHES Management spot

******I agree to the above conditions when participating in simulation at the simulation sites for the duration of my nursing program(s). I understand that failure to comply with any of the above guidelines may result in my removal from simulation, result in a report to the school of nursing administration, and may result in a potential failing grade in the clinical course. I assume full responsibility for my actions and professional behavior. I attest that I have read and agree to these terms by signing the Edgewood University code of conduct.**

APPENDIX J

ADN-MSN Essentials and Course Artifact Listing

Henry Predolin College of Health Science, School of Nursing

Edgewood University

1000 Edgewood College Drive

Madison, WI 53711

The ADN-MSN curriculum is built upon the American Association of Colleges of Nursing (AACN) *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 ADN-MS in Nursing program. The *Essentials* are woven throughout individual courses. Particular *Domains* and associated competencies/sub-competencies stressed within an individual course are listed prominently in the course syllabus. Because ADN students bring with them foundational knowledge that meets a number of Entry-Level competencies of the AACN *Essentials*, each student is individually evaluated to determine the remaining Entry-Level competencies that must be met through the ADN-BSN component of the program.

Level-one competencies may be met through a combination of students' 1) liberal arts courses, 2) a review of courses that comprised their previous ADN program, 3) and required BSN and MSN courses. Several Advanced-Level competencies are met through required MSN courses for the BSN portion of the degree. Students deciding to earn their MSN degree upon completion of their BSN should refer to Appendix B for information related to each MSN concentration's alignment to Advanced-Level competencies.

Domain 1: Knowledge for Nursing Practice

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Level 1: Met through the ADN degree, met through APNRS-355, APNRS-460, APNRS-461

Domain 2: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Level 1: Met through the ADN degree, APNRS-355, APNRS-390

Domain 3: Population Health: **Artifact NRS-600**

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Level 1: Met through APNRS-460, APNRS-461, APNRS-355

Level 2: NRS-600

Domain 4: Scholarship for Nursing Discipline

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Level 1: Met through the ADN degree, met through APNRS-355, APNRS-390, APNRS-461

Domain 5: Quality and Safety

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Level 1: Met through the ADN degree, APNRS-355, APNRS-390, APNRS-460, APNRS-461

Domain 6: Interprofessional Partnerships: Artifact NRS-612

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Level 1: Met through the ADN degree.

Level 2: Met through NRS-612

Domain 7: Systems-Based Practice: Artifact NRS-625

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Level 1: Met through APRNS-121, APNRS-355, APNRS-460, APNRS-461

Level 2: Met through NRS-625

Domain 8: Informatics and Healthcare Technologies

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Level 1: Met through the ADN degree, APNRS-121, APNRS-355, APNRS-390

Domain 9: Professionalism

Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Level 1: Met through the ADN degree, APRNS-355, APNRS-460

Domain 10: Personal, Professional, and Leadership Development

Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Level 1: Met through the ADN degree, APNRS-355

MSN Essentials and Course Artifact Listing

Henry Predolin College of Health Science, School of Nursing

Edgewood University

1000 Edgewood College Drive

Madison, WI 53711

The Master's of Science in Nursing curriculum is built upon the American Association of Colleges of Nursing (AACN) *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 *Domains* and associated competencies/sub-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 *Domains* and associated competencies. However, for accreditation reporting purposes, the Henry Predolin School of Nursing MS in Nursing program matches a single *Domain* to a significant course assignment. This assignment is termed an *Artifact*. This practice allows the student to provide a concrete example of how they have met all *Domains* at the conclusion of their program. In turn, rubrics for each *Artifact* are aligned with the *Domain* and its associated *Level 2 Competencies/Sub-Competencies* (rubrics that correspond to an *Artifact* are available in the respective course's syllabus). The following is a listing of the 2021 AACN *Essentials* and the corresponding course from which the *Artifact* will be submitted for each MS in Nursing program concentration.

MS in Nursing: Comprehensive

Domain 1: Knowledge for Nursing Practice **Artifact: NRS 631**

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care **Artifact: NRS 670**

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health **Artifact: NRS 600/810**

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline **Artifact: NRS 665**

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety **Artifact: NRS 700**

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships **Artifact: NRS 612**

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice Artifact: NRS 625/820

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies Artifact: NRS 830

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism Artifact: NRS 645

Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development Artifact: NRS 735

Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

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

Domain 1: Knowledge for Nursing Practice Artifact: NRS 702

Domain 2: Person-Centered Care Artifact: NRS 670

Domain 3: Population Health Artifact: NRS 600/810

Domain 4: Scholarship for Nursing Discipline Artifact: NRS 665

Domain 5: Quality and Safety Artifact: NRS 680

Domain 6: Interprofessional Partnerships Artifact: NRS 612

Domain 7: Systems-Based Practice Artifact: NRS 625/820

Domain 8: Informatics and Healthcare Technologies Artifact: NRS 830

Domain 9: Professionalism Artifact: NRS 645

Domain 10: Personal, Professional, and Leadership Development Artifact: NRS 719

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

Domain 1: Knowledge for Nursing Practice Artifact: NRS 702

Domain 2: Person-Centered Care Artifact: NRS 670

Domain 3: Population Health Artifact: NRS 600/810

Domain 4: Scholarship for Nursing Discipline Artifact: NRS 665

Domain 5: Quality and Safety Artifact: NRS 680

Domain 6: Interprofessional Partnerships Artifact: NRS 612

Domain 7: Systems-Based Practice Artifact: NRS 625/820

Domain 8: Informatics and Healthcare Technologies **Artifact: NRS 830**

Domain 9: Professionalism **Artifact: NRS 645**

Domain 10: Personal, Professional, and Leadership Development **Artifact: NRS 696D**

MS in Nursing: Psychiatric Mental Health Nurse Practitioner

Domain 1: Knowledge for Nursing Practice **Artifact: NRS 694**

Domain 2: Person-Centered Care **Artifact: NRS 670**

Domain 3: Population Health **Artifact: NRS 600/810**

Domain 4: Scholarship for Nursing Discipline **Artifact: NRS 665**

Domain 5: Quality and Safety **Artifact: 714**

Domain 6: Interprofessional Partnerships **Artifact: 716**

Domain 7: Systems-Based Practice **Artifact: NRS 625/820**

Domain 8: Informatics and Healthcare Technologies **Artifact: NRS 715**

Domain 9: Professionalism **Artifact: NRS 645**

Domain 10: Personal, Professional, and Leadership Development **Artifact: NRS 696B**

APPENDIX K

Henry Predolin College of Health Science, School of Nursing Edgewood University

Course/Program Withdrawal Form

In order to ensure proper documentation following the withdrawal from a theory or clinical course and/or the nursing program, the student and the Director of Academic Operations must complete the following form.

To be completed by student

Name _____

I am withdrawing from the following course(s):

I have read and understand the SoN Student Handbook section: *Withdrawal from a Nursing Course(s) or the Nursing Program*. I also understand that if I withdraw due to academic jeopardy and/or failing a course, I must meet with the SoN Admissions and Progression Committee before re-taking a class or re-entry into the program.

Student Signature _____ Date _____

To be completed by the Director of Academic Operations (in conjunction with faculty member(s) teaching the course(s) being dropped).

Date met with student: _____

Items discussed:

- ☐ Re-entry into clinical courses is dependent on available space. A clinical space will not be held for a returning student. If a clinical space is unavailable, the student will not be able to return to clinical.
- ☐ If a student is out of clinical for more than one semester, the student may be required to repeat a previous course or be dismissed from the program.
- ☐ Students withdrawing from a course due to academic jeopardy will have to meet with the SoN Admissions and Progression Committee for a formal hearing to discuss performance improvement prior to re-taking a course or re-entry into the program.

Prior to withdrawing from the course/program, was the student in academic jeopardy?

- ☐ Yes _____ (SoN Admissions and Progression hearing **required**)
- ☐ No _____

If the student was in academic jeopardy in a **theory course**, what are his/her current exam scores (in percentages) and course grade?

For a **clinical withdrawal**: Was the student meeting the expected clinical course Essentials/Competencies at the time of withdrawal? If not, briefly describe performance concerns.

If the student was **not** in academic jeopardy, please explain the reason/circumstances for the course withdrawal.

Director of Academic Operations Signature _____ Date _____

Faculty Signature(s) _____ Date _____

To be completed by student at the conclusion of meeting with the Director of Academic Operations

By signing this form, you acknowledge that the above items have been discussed and that you understand the consequences of withdrawing from a nursing course and/or the program.

Student's Signature _____ Date _____

Plan for re-entry

- ☐ Dependent on SoN Admissions and Progression hearing
- ☐ Depending on available space
- ☐ Student plans to return _____ (Fall/Spring term & year) and will be placed in NRS
_____ (course numbers)